

FRANCES SHIMER  
JUNIOR COLLEGE



1936 - 1937



## THE LITTLE INDEX

*A ready help for easy reference to information most commonly desired.*

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METCALF TOWER



# FRANCES SHIMER JUNIOR COLLEGE

*and*

## PREPARATORY SCHOOL

[FOUNDED MAY 11, 1853]

MOUNT CARROLL, ILLINOIS

EIGHTY-FOURTH YEAR

1936-37

*Member of the North Central Association of  
Colleges and Secondary Schools*

*Member of the Association of Junior Colleges*

*Accredited by the Illinois State Department of Education*

*Certified by the American Medical Association*

*for pre-medical study*

THE  
EIGHTY-FOURTH  
ANNUAL CATALOGUE  
for 1935-36  
and  
Announcements  
for 1936-37

*Volume XXVII - Number 5*

FRANCES SHIMER RECORD

Published by FRANCES SHIMER JUNIOR COLLEGE in April, June,  
October, December, and February

Entered October 1, 1911, at Mount Carroll, Illinois, as second-class  
matter, under the Act of July 16, 1894.



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# CALENDAR FOR 1936-37

1936

Sept.	16	Wednesday	First Semester opens. Registration completed.
Sept.	17	Thursday	Classes begin 8:00 a. m.
Sept.	19	Saturday	Reception to faculty and students.
Sept.	30	Wednesday	Last day for changes in registration.
Nov.	26	Thursday	Thanksgiving Day.
Dec.	18	Friday	Christmas vacation begins 12:00 noon.

1937

Jan.	6	Wednesday	Christmas vacation ends. Classes resume 8:00 a. m.
Jan.	28	Thursday	Final examinations begin.
Jan.	30	Saturday	First Semester closes 4:00 p. m.
Feb.	1	Monday	Registration for second semester completed, 4:00 p. m.
Feb.	2	Tuesday	Second semester opens. Classes begin 8:00 a. m.
Feb.	16	Tuesday	Last day for changes in registration.
Feb.	22	Monday	Washington's Birthday.
March	26	Friday	Spring vacation begins 12:00 noon.
April	7	Wednesday	Spring vacation ends. Classes resume 8:00 a. m.
May	11	Tuesday	Founder's Day.
May	22	Saturday	Annual May Fete.
June	2	Wednesday	Final examinations begin.
June	5	Saturday	Class Day. Reception and exhibits. Alumnae Association Picnic.
June	6	Sunday	Commencement Service.
June	7	Monday	Eighty-fourth Annual Commencement.



## BOARD OF TRUSTEES

### *Officers*

SAMUEL JAMES CAMPBELL, *President.*

JOHN F. MOULDS, *Vice-President.*

A. BETH HOSTETTER, *Secretary.*

WILLIAM E. GOODMAN, *Treasurer.*

P. K. MILES, *Assistant Treasurer.*

### *Class of 1936*

JOHN F. MOULDS, Chicago	WILLIAM E. GOODMAN, Chicago
NORRIS L. TIBBETTS, Chicago	J. D. ELLIFF, Columbia, Missouri
GEORGE ALAN WORKS, Chicago	

### *Class of 1937*

SAMUEL JAMES CAMPBELL, Mount Carroll  
JESSIE MILES CAMPBELL, Mount Carroll  
S. C. CAMPBELL, Mount Carroll  
MRS. EDWIN EWART AUBREY, Chicago

### *Class of 1938*

J. H. MILES, Mount Carroll	NATHANIEL MILES, Mount Carroll
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## AND PREPARATORY SCHOOL

### OFFICERS OF INSTRUCTION

#### ANGELINE BETH HOSTETTER, Ph.B., Acting President.

Ph.B., University of Chicago, 1907; Graduate student, *Ibid.*, 1909-10; Study in Paris, Summer, 1911; Graduate student, University of Chicago, Summer, 1919, and 1929; Greek Division, European Summer School, Bureau of University Travel, 1923; Leave of absence, 1925-26, for European travel; Certificat d'assiduite from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Study, Columbia University, Summer, 1931; Instructor, Central College, Pella, Iowa, 1908-09; Instructor, Frances Shimer School, 1903-04, 1905-06, 1910-11; Instructor in French, Annie Wright Seminary, Tacoma, Washington, 1911-14; Instructor in French and German, Christian College, Columbia, Missouri, 1915-16; Instructor in Latin, Frances Shimer School, 1916-17, 1918-25, 1926-30; Acting Dean, 1930-31; Dean, 1931-34; Registrar, 1934—.

#### HELEN BROWN BURTON, A.M., Dean.

Vassar College, 1906-08; A.B., University of Wisconsin, 1927; A.M., *Ibid.*, 1928; Graduate Student, *Ibid.*, 1928-29, 1931-35; Assistant, Department of History, University of Wisconsin, 1927-29, 1931-34; Instructor, Department of History, Milwaukee Downer College, 1929-31; Frances Shimer Junior College, 1934—.

#### ELIZABETH SCHUSTER, Principal in Piano.

Piano, Harmony and Composition, C. L. Capen; Organ, S. B. Whitney, Boston, 1893-96; Piano, private pupil of Barth; Organ, Grunleke, Berlin, 1896-97; Piano, Joseffy, New York, Summer, 1909; Private studio, Grand Rapids, Mich., 1899-1905; Meredith College, Raleigh, N. C., Professor of Piano, Instructor of Harmony and Analysis, 1906-09; Carleton College, Northfield, Minn., Director, School of Music, Professor Piano, Organ, and Harmony, 1909-12; Shorter College, Rome, Ga., Head of Organ Department, Professor of Piano, Instructor in Harmony and Analysis, 1912-15; Frances Shimer Junior College, 1915—.

#### MARY ORENDA POLLARD, A.M., English.

A.B., Middlebury College, 1896; A.M., *Ibid.*, 1900; Graduate student University of Nevada, 1901; Graduate student, University of Chicago, summers of 1904, 1908, 1909, 1925, 1926; Travel in England and Scotland, Summer, 1908, 1931; Instructor High School, Middlebury, Vermont, 1897-1901; High School, Sherburn, Minnesota, 1902-04; Township High School, Evanston, Illinois, 1905-10; Head Resident, Pi Beta Phi Settlement School, Gatlinburg, Tennessee, 1913-16; Frances Shimer Junior College, 1916-20, 1921—.

#### MABEL PETERS, M.S., Biological Science.

A.B., Michigan State Normal College, 1921; M.S., University of Michigan, 1922; Summer School, University of Michigan, 1922, 1931; Principal of High School, Petersburg, Michigan, 1915-18; Assistant in Department of Botany, University of Michigan, 1921-22; Frances Shimer Junior College, 1922—.

#### ELLA FORTNA, M.S., Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; Graduate Student, University of Chicago, Summer, 1926; Instructor, High School, Ulysses, Neb., 1912-13; Campbell, Neb., 1913-16; Principal High School, Normal Training Dept., Franklin, Neb., 1918-19; Instructor, High School, University Place, Neb., 1921-23; Instructor in Home Economics, Summer, Peru State Normal School, 1921; Nebraska Wesleyan College, 1922-24; Frances Shimer Junior College, 1924—.

#### EDNA THOREN, A.M., French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Chicago, Summer, 1929; University of Wisconsin, Summers of 1916, 1919, 1921, 1934; European Travel, Summer, 1924; Student at Cours d'ete, University de Lille, Boulogne-sur-Mer, France, Summer, 1927; High School Instructor; Boone, Ia., 1912-13; Galesburg, Ill., 1915-24; Oak Park, Ill., 1924-25; Frances Shimer Junior College, 1925—.



## FRANCES SHIMER JUNIOR COLLEGE

### RUBY BAXTER, A.M., Mathematics.

A.B., Illinois Woman's College, 1919; A.M., University of Illinois, 1927; Graduate work, University of Chicago, Summer, 1923; Columbia University, Summer, 1921; Instructor in Mathematics, Danville High School, 1920-23; Jacksonville High School, 1923-26; Frances Shimer Junior College, 1927—.

### MILDRED L. JAYNES, A.B., Physical Education.

A.B., Carleton College, 1924; Summer School, University of Minnesota, 1927; Study, Payley-Oukrainsky Russian Ballet School, summer, 1932; Northwestern University, summers 1934 and 1935; Instructor in Physical Education, Grand Rapids, Minnesota, 1925-28; Frances Shimer Junior College, 1928—.

### JUSTINE VAN GUNDY, A.M., English.

A.B., Monmouth College, 1923; A.M., University of Illinois, 1924; European travel, Summers, 1921, 1930; Summer, Cambridge, England, 1934; Summer, Columbia University, 1935; Instructor in English, University of Illinois, 1924-31; Frances Shimer Junior College, 1931—.

### ELDON R. BURKE, A. M., History.

A.B., Manchester College, 1922; A.M., University of Chicago, 1926; Study, Ohio State University, summer, 1930; University of Chicago, 1927-29; '31-'32; University of Chicago, summer, 1933; Principal, West High School, Plymouth, Indiana, 1923-24; sub-instructor, Manchester College, 1926; Professor, Ohio Northern University, 1927-31; Professor, Indiana University Extension, summer, 1932, 1934; Frances Shimer Junior College, 1932—.

### LOIS E. ENGLEMAN, B.S. in L.S., Librarian.

A.B., Millikan University, 1922; University of Colorado, summer, 1927; European Travel, summer, 1929; B.S. in L.S., Western Reserve University, 1931; Cambridge University, England, Summer Session, 1934; Instructor, South Bend Junior High School, 1925-26; Instructor, Elkhart, Indiana, 1926-30; Librarian, Akron High School, Akron, Ohio, 1931-32; Frances Shimer Junior College, 1932—.

### LEOPOLD SCHWING, A.B., Violin.

A.B., Baldwin Wallace College, 1923; Western Reserve University, Graduate School, 1931; Summer Session, Fontainebleau School of Fine Arts, 1923; Private student of G. Remy, Paris, 1923; Carl Flesch and Richard Hertzner, Berlin, 1923-25; Member of the Cleveland Orchestra, 1925; University of Wisconsin, summer, 1924; Professor of violin and theory, Case School of Music and the Parmelee Studios, Cleveland, Ohio, 1925; Professor of violin, theory and ensemble, Illinois College, Jacksonville, Illinois, 1926-28; Professor of violin and ensemble, MacMurray College, Jacksonville, Illinois, 1928-33; Frances Shimer Junior College, 1933—.

### FRIEDA SCHWING, Piano.

Graduate in Piano and Arts, Academy for Girls, The Hague, Holland, 1912; Student in Piano, Cologne Conservatory, Germany, 1913; Private pupil of Conrad Ansoerg, Berlin, 1919; Private pupil of Marie Hartzner-Stibbe, Berlin, 1920-23; Instructor in Piano, Academy for Girls, The Hague, Holland, 1911-12; Private instructor in Piano, Berlin, 1923-25; Instructor in Piano, MacMurray College, Jacksonville, Illinois, 1928-33; Frances Shimer Junior College, 1933—.

### EDNA BARR GIFFORD, Secretarial Studies.

Illinois State Normal University, 1925-28, 1928-30, summers, *ibid.*, 1926-27-29-30; Special Commercial Certificate, *ibid.*, 1930; Instructor, Mt. Carroll High School, 1929-31; Frances Shimer Junior College, 1934—.



## AND PREPARATORY SCHOOL

### WENONAH BELL, Art.

Art Diploma, Oberlin College, Gainsville, Ga., 1912; Colorado Academy of the Fine Arts, Paris, 1912-13; Teachers' College, Columbia University, summer, 1915; Pennsylvania Academy of the Fine Arts, Summer School, Chester Springs, Pa., summers, 1920-21; Pennsylvania Academy of the Fine Arts, Philadelphia, 1921-25; Cresson Scholarship for travel and study in Europe, two summers, 1924 and 1925; student, Hans Hofmann Art School, Capri, Italy, summer, 1925; Toppan Prize, 1925; Mary Smith Prize, 1926; First Prize Georgia-Alabama Artists Exhibit, 1928; One Man Show, High Museum, Atlanta, 1932; Exhibited P.W.A.P. Corcoran Art Gallery, 1934; Instructor Chowan College, Murfreesboro, N. C., 1918-1919; Fairfax Hall, Waynesville, Virginia, 1920-21; Merchantville Public Schools, Merchantville, New Jersey, 1921-23; Sullins College, Bristol, Virginia, 1926-28; Private Classes, Warm Springs Foundation, Ga., 1929-34; Frances Shimer Junior College, 1934—.

### ALICE ELIZABETH RYDER, M.S., Ph.D., Physical Sciences.

Diploma, Dietitian, Battle Creek College, 1922; B.S., Teachers College, Columbia University, 1925; Cornell University, summer, 1926; M.S., University of Chicago, 1929; *ibid.*, summers, 1927-28-29; Columbia University, summer, 1930; University of Chicago, 1931-33; Instructor and Dean of Women, Mt. Allison University, Sackville, N. B., 1925-27; Dietitian, Battle Creek Sanitarium, 1922-24; Instructor, New York State College for Teachers, Albany, 1927-31; Frances Shimer Junior College, 1931—.

### GLADYS GILDEROY SCOTT, G.S.M., Voice.

Goldball School of Music, London; Chaillet Vieu Ecole de Chant, Paris; Special Coaching with Randegger, Sir Henry Wood, Frank Damrosch, Edgar Nelson, William Shakespeare, Shirley Gandell; Principal Contralto in Moody-Manners Grand Opera Company and Interstate Opera Company; Instructor, University School of Music, Lincoln, Nebraska, 1929-35; Mount Mary College, Milwaukee, Wisconsin, 1929-34; Knupfer Studio, Chicago, 1925-30; Private Studios, Chicago, 1930-34; Frances Shimer Junior College, 1934—.

### MARY DIGGS, A.M., Latin.

A.B., Southern Methodist University, 1923; A.M., University of Chicago, 1927; University of North Carolina, 1933-34, summer, 1935; Columbia University and Teachers' College, summers, 1930, 1932; Instructor, High School, Tulsa, Texas, 1923-24; Henrietta, Texas, 1924-26; Michigan State Normal College, 1928-29, 1930-31; University of Mississippi, 1929-30; Bronxville, New York, Public Schools, 1931-33; Frances Shimer Junior College, 1935—.

### DOROTHY E. WILL, B.S., Speech, Dramatic Art.

Grinnell College, 1926-28; B. S. of Speech, Northwestern University, 1928-30; *ibid.*, summers 1933, 1935; Instructor, Anna-Jonesboro Community High School, Anna, Ill., 1930-33; Chisholm Senior High School, Chisholm, Minn., 1933-35; Northwestern University School of Speech and Director of Scholarship Group of High School girls, summer, 1935; Frances Shimer Junior College, 1935—.

## OFFICERS OF ADMINISTRATION

A. BETH HOSTETTER, *Acting President.*

HELEN BROWN BURTON, *Dean.*

LOIS E. ENGLEMAN, *Librarian.*

MABEL LOUISE PETERS, *Head of College Hall.*

RUBY BAXTER, *Head of McKee Hall.*

EDNA THOREEN, *Head of West Hall.*

JUSTINE VAN GUNDY, *Head of Hathaway Hall.*

MARGARET CAMPBELL CARR, *Secretary to the President.*

WILMA M. JOHNSON, R.N., *Resident Nurse.*

PAUL K. MILES, *Assistant to the President.*

MARY D. MILES, *Accountant.*

ELLA M. FORTNA, *Head Housekeeper and Dietitian.*

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### *Representatives*

RUTH HILDEBRANDT FENDER.

MARTHA BARNHART HOFFMAN.



## HISTORY

This institution is not an experiment: it is now educating the fourth generation of young women. It was opened on May 11, 1853, by two young women from New York State, Frances Ann Wood and Cinderella Gregory, the latter of whom withdrew from the work in 1870. For a period of forty-three years the institution was known as Mount Carroll Seminary and was administered by its founder, Mrs. Frances Wood Shimer. By her wish in 1896 it was transferred to a self-perpetuating Board of Trustees of fifteen members, representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. From that date until 1931 the institution was known as The Frances Shimer Academy and The Frances Shimer School. At the latter date the trustees authorized the use of the name Frances Shimer Junior College and Preparatory School, as a consequence of a reorganization by which the four-year junior college became the chief organization unit.

The College is not maintained for profit. All its resources are held in trust and all earnings are used to maintain and improve its work.

The hundreds of graduates and students of Mount Carroll Seminary are included as graduates and students of the College, and this large constituency, with traditions of culture and Christian service of over eighty years, furnishes a constant source of support.

The institution was one of the first to undertake junior college work. The initial junior college class was graduated in 1909 and for some years the enrollment in the college has over-shadowed that in the academy.

Convinced that another step in advance was necessary, the Board of Trustees in 1931 authorized a reorganization in the form of a four-year junior college, beginning with the eleventh high school year and continuing through the sophomore college year. The plan was based on the conviction that a new alignment in the educational structure was necessary in order to complete with the greatest efficiency the training of the general education period.

Since the retirement of the founder two incumbents have been appointed to the office of president. In 1897 the Reverend William Parker McKee was called from the pastorate of the Olivet Baptist Church, Minneapolis, to be president. During his long administration all of the present very complete plant was built and the equipment acquired. He retired to be president emeritus in 1930 after an uninterrupted service of thirty three years. His death occurred in 1933.

Floyd Cleveland Wilcox became president in 1930. During the five years of his administration the school advanced rapidly along progressive educational lines. Upon his retirement in 1935, A. Beth Hostetter assumed the position of Acting President for one year pending the appointment of a new President.



## LOCATION

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over state highways Nos. 27 and 40, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

## EQUIPMENT

Frances Shimer Junior College has the advantage of eighty years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam from a central plant, lighted by electricity, and furnished with modern conveniences. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

### DEARBORN HALL

(1903)

This building for Instrumental and Vocal Music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

### HATHAWAY HALL

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the Class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-five people, baths, a common social room, with a large recreation room on the ground floor.

## EQUIPMENT

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### WEST HALL (1906)

West Hall is a well-equipped home for fifty people. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. The art studios are on the upper floor.

### METCALF HALL (1907)

Metcalf Hall contains offices of administration, post office, bank, school bookstore, cloakrooms, class rooms, and auditorium. The auditorium is equipped with stage and curtain. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture, and including, among others, a plaster cast of a part of the frieze of the Parthenon, large photographs of the Roman Forum, the Parthenon, the Cathedral of Florence, Michelangelo's "Jeremiah," the Cathedral of Amiens, Rembrandt's "Syndics," Durer's "Saints Mark and Paul," and St. Peter's Cathedral.

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. The School is indebted to the late Andrew Carnegie for a gift of \$10,000 toward the erection of this building.

### COLLEGE HALL (1909)

College Hall provides an attractive home for college students, and social rooms for the use of the entire student body. The first floor contains a drawing-room 40 x 32 feet, a broad, spacious reception hall, a parlor, a dining-room, and a service kitchen.

### POWER PLANT AND LAUNDRY (1911)

In the steam plant, from which all buildings are heated, are installed two tubular boilers of 150 and 225 horsepower. These boilers are served by Jones' underfeed stokers. The plant maintains an even pressure of steam in the radiators in rooms and halls throughout the institution.

The laundry, which is also in the building, is equipped with modern laundry machinery.

### THE INFIRMARY (1913)

This building affords excellent equipment for the care of students in case of illness. The building contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A trained nurse is in constant residence.



SCIENCE HALL

(1914)

Science Hall provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in Domestic Science. On the second floor are the Physics, Chemistry, and Biology laboratories, with all necessary modern appliances, and a commodious, well-appointed room for Mathematics.

WILLIAM PARKER MCKEE HALL

(1922)

William Parker McKee Hall, built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings, is four stories high. The ground floor contains the central dining-room. The other floors have a parlor for the use of students, a suite of rooms for the Head of the Hall, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes a home for college girls, and a dining-room for the entire College. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as President.

CAMPBELL LIBRARY

(1925)

Campbell Memorial Library was erected by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The College is also indebted to the late Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution. It is a two-story-and-basement building of the Colonial style of architecture, solidly constructed of brick, concrete and steel. The reading-room occupies the entire first floor. The present library of more than 8,000 volumes, besides many bound magazines and useful bulletins, is well catalogued and in charge of a trained librarian. The library is also adequately supplied with magazines and periodicals. There are over 3,000 mounted pictures in the art files. The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the School. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. The upper floor of the



## EQUIPMENT

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library is occupied by the Dickerson Art Gallery. One room in this building is devoted to the collection gathered by the Frances Shimer Historical Commission.

### WINONA BRANCH SAWYER HOUSE (1926)

Winona Branch Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

### GYMNASIUM AND SWIMMING POOL (1929)

The building contains on the first floor a tile-lined swimming pool, 60 x 25 feet, showers, dressing rooms, drying-room, lockers, toilets, and modern facilities for the refiltration and sterilization of the water in the pool.

On the upper floor are the gymnasium, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing-rooms, and lockers. The main room, 87 x 52 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Dramatics.

## GENERAL INFORMATION

### AIMS

Recognizing that the aim of all effective education today must be to help the individual to know herself and the world in which she lives, Frances Shimer seeks by certain specific objectives and means to achieve this goal.

An alert and well-trained mind in a sound body is held to be the foundation of all satisfactory and efficient living. To this end instruction by a thoroughly trained and experienced faculty is maintained on a high college level, and each girl's physical well-being is promoted through individual attention to her health problems and through a systematic course of physical education.

Equally necessary to a balanced personality is the development of emotional poise and stability. With the conviction that intelligent and happy adjustment to the demands of the social group within the school may afford an invaluable pattern for later and more complex social adjustments, Frances Shimer makes every effort to create a group life that is well-regulated and yet gives freedom for the development of individual responsibility.

Frances Shimer believes that happiness in a changing world depends in a large measure on the cultivation of definite standards of value, moral and aesthetic, which may serve as touchstones of individual taste and conduct in a confused and experimentally-minded society. Through a well-rounded curriculum in the arts the student is acquainted with the best cultural traditions of the past and is made aware of the continuity of past and present. Student clubs afford opportunity for further development of cultural and vocational interests.

Frances Shimer seeks to inspire Christian ideals and to direct the social intelligence of the individual toward expression in altruistic action. Practical application of ideals and attitudes is afforded by the activities of a genuinely functioning student council which formulates and carries out the behavior code of the group and fosters in the students a sense of individual and social responsibility. The religious life of the group is encouraged also by the Christian Service League, and by the chapel and vesper services followed by informal discussions of individual problems around the fireside. The social, intellectual, and spiritual life of Frances Shimer is thus directed toward a goal of harmonious development in the highest ideals of womanhood.

### RELIGIOUS LIFE

As in other aspects of student life, the aim is to provide the atmosphere of a home in which religion will exercise its true function and afford opportunity for the expression of altruistic motives. The dis-





COLLEGE AND HATHAWAY HALLS



## GENERAL INFORMATION

relationship of student and teacher provides a desirable oversight of conduct and permits frequent conference regarding behavior difficulties.

Courses in Biblical history and teachings are provided in the curriculum. Sunday School classes, organized especially for Frances Shimer students, are maintained in the churches. The Christian Service League affords opportunity for the expression of religious idealism and serves as a cohesive force among girls of different classes and ages.

### HEALTH

Conditions on the campus have been designed to safeguard the health of students. Only students in good health are received; young women who need the constant care of a physician are not desired. A physician's certificate of general good health is required of all applicants for admission. All students have physical examinations on entrance; records of weight, posture, etc., are kept; and the work in Physical Education is planned for each one on the basis of these records. All cases of illness are cared for in the Infirmary. The resident nurse cares for minor ailments, and in addition carries on an educational program in the maintenance of good health. In cases of serious illness the student employs a special nurse and a physician.

The food is wholesome and abundant. Parents and friends will assist in preserving the good health of the pupils if they will not send food or confectionery.

### SOCIAL LIFE

The educational process recognized by the College is organized on the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second only in importance to the program of the curriculum. Social education is part of college training. The activities of the various student organizations not only supply adequate diversion but give valuable training in social co-operation and in worthy use of leisure. The social atmosphere of the College is wholesomely democratic. Every girl is expected to use and develop for the general benefit whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the School ideal as are scholastic attainments. With the assistance of class counselors the students give class parties, lunches, dances, bazaars, teas, lawn fetes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. Occasionally they write their own plays. A Brunswick Pantatroupe with many valuable records aids in the cultivation of an appreciation of the best in music.

The location of the College is exceptionally favorable for the cultivation of interest in out-of-door life and sports. Golf, tennis, hockey, basketball, captain-ball, skiing, coasting, cross-country walks, riding, and picnicking are parts of the daily life, contributing to appetite and sound sleep, and laying the foundations for physical health and mental poise.



## GUIDANCE

Skilled direction of energy is an important foundation of success. Every student has the right to succeed. If conditions interfering with success can be corrected by skilled attention and devotion it is the full duty of the institution to provide such means.

Discovery of interests and abilities is a genuine part of guidance. Mental alertness is measured by the most carefully made instruments. Vocational and artistic skills and interests are determined insofar as they appear by means of various tests, examinations, and conferences.

All teachers are experienced counselors and assist in the direction of studies to insure success by the removal of whatever obstruction is the cause of the difficulty. Success cannot always be assured but where wrong methods of study, wrong ways of getting along with people, wrong attitudes and wrong ideals interfere with the student's best achievement, much can be done by patient persistence and by the loyal co-operation of the student and her parents.

## THE DICKERSON ART GALLERY

The functions of the Gallery are twofold: it is planned and maintained as a means of creating, stimulating, and training a love of the beautiful in life and nature, and of facilitating the study of art and a knowledge of its history and methods. In developing the collection the policy is to select works of art which possess charm, beauty, and human interest. It includes oils and water colors, sculptures (both in bronze and in plaster), etchings, ceramics, textiles, and other examples of art that have aesthetic character.

The collection includes canvases by the distinguished American landscape painter, William Wendt; the noted portrait painter, Ralph Clarkson; Rudolph Ingerle; the late Walter Sargent; Edgar Forkner; E. Martin Hennings, and a water-color by Albert Worcester. A group of choice etchings represents the old and modern type of that art. A cast of "His Son," presented by Miss Nellie Walker, the sculptor, and a cast of Lorado Taft's statue of Lincoln, The Lawyer, are typical of the best in modern sculpture.

A recent gift to the gallery is a case of Toltec sculptured heads from Mexico.

In addition to the permanent collection, which is installed on the second floor of Campbell Library, there are on exhibition from time to time loan collections to the end that interest in the beautiful may be aroused, and tastes so cultivated and refined that they will carry over and enrich all of life.

Exhibits during the last two years have been one of paintings of seven Northern Illinois artists; temperas and silhouettes by Paula Rose Good; water colors by Herbert Sanborn, Director of the Davenport Art



Gallery; prints of Rafael, Michel Angelo, and Leonardo Da Vinci, loaned by the Davenport Gallery; original cartoons by Darling; paintings and drawings by Wenonah Bell; paintings by Mrs. Donald Breed, Freeport, Illinois; illuminated manuscripts; paintings from the Fine Arts Department of the University of Illinois.

Rockwell Kent and Dudley Crafts Watson have been recent Art lecturers.

The growth and usefulness of the art collection depend upon the interest and co-operation of students and friends. By the help of gifts of money and of works of high artistic merit the collection may become of increasing service to students and to the community.

### CULTURAL RESOURCES

A definite program of recitals, lectures, and conferences is maintained throughout the year. Artists, lecturers, and men and women successful in various professions visit the campus frequently during the year. Formal presentations on the platform of Metcalf Hall or on the stage of the gymnasium and informal round-table discussions in the Lounge of West Hall bring to the students the experience of men and women whose achievements have won wide recognition. A partial list of such events for the season of 1935-36 is given below:

Margueritte H. Bro, Lecturer.

Raymund Koch, Baritone.

Edgar Raine, Lecturer.

St. Johns Evangelical Church Choir.

John B. Hubbard, St. Mary's Episcopal Church of Park Ridge.

Jitney Players, in *The Rivals*.

Lee Pattison, Pianist.

Ruth Hildebrand Fender, Dramatic Reader.

Leo and Frieda Schwing, Violin Recital.

Harold A. Ehrensperger, Lecturer on the Drama.

# STUDENT ORGANIZATIONS

Believing that direction may be given in the worthy use of leisure and that students should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interests, club life is encouraged. Membership, though not compulsory, is strongly urged.

## STUDENTS' ASSOCIATION

The Students' Association to which every member of the Junior College belongs maintains self government in the Junior College residence halls. Effort is made to develop a feeling of responsibility by gradually giving the students opportunities for greater self-direction.

Regular meetings of the Association are held once each month. The executive committee meets each Friday with the faculty counsellor to discuss the plans and problems of the students.

## CHRISTIAN SERVICE LEAGUE

This organization sponsors discussion groups, encourages social life among the students, takes charge of Sunday evening meetings occasionally, and seeks in various ways to stimulate religious interest and interest in philanthropic work in the world.

## FRANCES SHIMER PUBLISHING ASSOCIATION

*Frances Shimer Record* is a student publication, issued four times a year. Its purpose is to give students experience in expressing themselves easily, clearly, and pleasingly in writing, and to afford opportunity for the publication of worth-while pieces of work in prose and poetry that may be produced. The management is in the hands of students, faculty advisors being appointed to counsel the officers in the task of editing and managing the publication.

## ATHLETIC ASSOCIATION

The purpose is to arouse greater interest in physical education, growing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close co-operation with the Physical Education Department. It sponsors the inter-class hockey game on Thanksgiving Day; the hockey spread; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May fête; golf and tennis tournaments, and swimming meets.

## ART CLUB

The Art Club is organized to co-operate with the Commission of the Dickerson Art Gallery in the procuring and arranging of exhibits and in stimulating among students interest in the aims and activities of the Gallery. In the monthly meetings of the Club attention is directed by programs and informal talks to contemporary art. The Club members



are occasionally invited to the homes of art collectors or the studios of professional artists. Journeys to art centers within a one hundred and fifty mile radius are made annually. The Art Club takes direct responsibility for teas and coffees given at current art exhibits and for visiting artists. Valuable social training as well as artistic is thereby received.

The Club is open to students of Art History, Graphic Arts, and to a limited number of students interested in art but not enrolled in art courses. The Club pin is a small symbolical gold palette with brushes.

### DRAMATIC CLUB

The Green Curtain Dramatic Club is an organization open to all students. Try-outs are held early in the fall under the supervision of the dramatic director. The Club gives two major productions during the year. Its members appear in the casts for the Christmas and Easter festivals as well. There is a general monthly business meeting followed by a program. The Club in association with the classes in Art History sponsors a special trip to Chicago to visit the theatres and art centers. The Club seeks to promote appreciation of the best in drama, and to offer an outlet for expression in the creative arts of the theatre.

### THE BOOK CLUBS

The Book Clubs are organizations of girls especially interested in the study and enjoyment of the best in contemporary literature — fiction, poetry, drama, and essay. The groups meet informally before the fire on Sunday afternoons to engage in conversation about recent books and authors. Free exchange of opinion is encouraged, supplemented by discussion of a leader and excerpts from periodical reviews.

### INTERNATIONAL RELATIONS CLUB

The Club seeks to gain appreciative understanding of the grounds of difference between the customs, opinions, achievements, and aspirations of foreign peoples and Americans. Russia and India have been discussed in previous years.

### LATIN CLUB

The Latin Club is organized under the name *Forti Sociæ Sorores*. Membership is coveted among the members of the Latin classes and is dependent upon scholastic standing. The function of the Club is both social and educational. The members meet once a month.

The program for the year included formal initiation of new members; two programs presented by the members of each Latin class dealing with Roman men, customs, literature; and a Roman Banquet, at which the toga-clad guests reclined in true Roman fashion and dined from characteristic Roman dishes.

Through the Latin Club the *Eta Sigma Phi* medal for excellency in Latin is presented to eligible candidates.

## DELTA PSI OMEGA

The National Honorary Dramatic Society, Delta Psi Omega, strives to uphold a high standard in both scholastic and dramatic endeavor by initiating into its membership only those girls who have done outstanding and efficient work in playwriting, acting, or production. The connection with other chapters of the national society inspires all dramatic club members to greater effort, and aids in the production of a higher type of play at Frances Shimer.

## TRAVEL CLUB

The aim of the Travel Club is to stimulate an interest in travel. Through the personal accounts of experienced travelers and the reading of available travel literature it is believed that the members of the Club will gain an appreciation of the cultural attainments of foreign peoples, together with a conception of the scenic beauties of their homelands.

## ARTS AND CRAFTS CLUB

This club was organized for those who enjoy doing handwork in their leisure time. Members have worked on various projects in leather tooling, knitting, and quilt making.

## THE SPLASH CLUB

This Club is open to girls who have a special interest in swimming and a desire to improve their ability in this sport. Perfection in strokes, speed, and endurance as well as the Red Cross Life Saving tests prove interesting material for work.

## PRO MUSICA

This club is composed of a limited group of talented music students who meet on the second Sunday afternoon of the month for a concert given by members, followed by a business meeting and social hour. The organization acts as host to visiting musicians and endeavors to foster the love of good music. Membership is by try-out under the supervision of the Dearborn Faculty.

## PHI THETA KAPPA

The Beta Sigma chapter of Phi Theta Kappa, Junior College Scholastic Honorary Society, was installed in 1932. Membership in this society is limited to the upper ten per cent of the student body of the Upper Division.



# THE JUNIOR COLLEGE

In the reorganization of the American school system there is a tendency to redistribute the work of the high school and the college, and to include in the period of secondary education the first two years of college work. The new institution, the junior college, is today doing an increasing proportion of the work of the college Freshman and Sophomore years. It is a significant fact that of the more than four hundred junior colleges now in existence only thirty-six were established prior to 1913, and only fifteen are reported to have been established prior to 1907. Frances Shimer Junior College organized its first junior College class in 1907 and since 1909 has graduated successive classes.

For students who wish to avoid the mass education and consequent inattention to individual needs that characterize our universities the well-organized junior college of high academic standing offers an excellent preparation for the more specialized work of the upper years of the university and the graduate school. The successful transition from the relatively sheltered and directed life of the high school period to the more strenuous self-directed life of advanced university work is more nearly assured by attendance at a junior college where attention is directed both to high educational standards in harmony with university requirements and to training in the acquisition and expression of those individual and social controls that ensure adequate stability of character.

The many opportunities for exploring and testing one's abilities and interests within the field of the curriculum as well as by means of the social and cultural resources available make the junior college an unexcelled institution for those who wish to conclude their formal education with the expiration of the junior college years.

In a junior college the instructors do not teach their students merely as prospective graduates at the conclusion of four years of work in liberal arts, nor is the curriculum designed chiefly to facilitate elementary preparation in studies that become most interesting and useful beyond the junior college years. Rather it is true that students themselves are of immediate concern and that courses of instruction have relatively immediate objectives or directly promote interests and aptitudes already developed.

## ORGANIZATION

The plan of organization is based upon the thesis that the needs of the students should govern the structure of the program under which they do their work. The physical, mental, and emotional characteristics of students included in the eleventh and twelfth high school years and in the Freshman and Sophomore college years are so similar that for purposes of efficient organization and administration these four years are integrated into one group, the first year being designated Freshman, the second Sophomore, etc. Administratively, the integration is now complete



and parallel changes in the curriculum are being made as rapidly as the requirements of universities permit. Consequently, the last two high school years and the first two college years are administered as one group both in respect to classroom organization and procedure and to extra-classroom life and activities.

Since the middle point of the four-year program is identical with high school graduation, particular care is taken to satisfy standard entrance requirements of four-year colleges and universities.

The organization of the college reveals the very liberal conception of education. It is held to be something more than the entrance requirements of universities seem to imply. Consequently, the rich life-bearing fields of the fine arts are placed on a level equal to that of the subjects more readily accepted by the universities. Very generous minima of time spent in study in these fields are allowed for graduation and no restrictions in the nature of special fees are placed around them. All work in speech and the expressional aspects of language are likewise without restriction open to all qualified students.

The ninth and tenth high school years are organized into the Preparatory School, a description of which is to be found in another section of this catalogue, (see page 72). Chief attention is given to the fundamental studies in order that when opportunity in the junior college provides participation in broader fields of study and activity full advantage may be taken of it. Additional work in music, art and speech may be taken during this period providing the quality of the scholastic work warrants it.

## ADMISSION

Application for admission is made on a special application form which will be furnished upon request. When accompanied by a registration fee of ten dollars for reservation of a room, the application is officially recorded. This amount is later credited to the semester fee.

Entrance examinations are not required, although certain psychological tests are given at a time near the beginning of the academic year.

Students will be admitted to full junior college standing (eleventh high school year) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. Students will be admitted to full standing in the junior year of the Junior College (equivalent to college freshman) upon presentation of sixteen units from a four-year high school or twelve units from a senior high school accredited by the above mentioned accrediting agencies. A unit in any subject represents the equivalent of five class meetings a week for a year of approximately thirty-six weeks. Classification will be accorded



when the certified list of credits is presented. A candidate for admission also must furnish evidence of good moral character and honorable dismissal from the school last attended.

### MARKING SYSTEM

The letters A to E are symbols used to indicate the degree of proficiency in any subject and may be interpreted as follows:

A—Superior	C—Average
B—Above average	D—Below average
E—Failure	

The average or C group constitutes from 40 to 60 per cent of the students in each class according to the judgment of the instructor who is governed in the distribution of grades in classes enrolling ten or more students by certain elastic maximum and minimum percentage limits agreed upon by the faculty. The letter D represents the passing grade.

As a rule, condition grades are not assigned by the faculty. Where special conditions prevail, however, which are not the result of a student's inattention to her studies, incomplete work may be made up with the consent of the instructor. A student who receives a final examination grade of E in any subject may request a second examination, providing the average grade in that subject for the semester is not less than C. Such an examination, however, must be taken not later than four weeks after the beginning of the next ensuing semester, and when taken may not result in a final semester grade higher than C.

Supplementing the marking system is the grade point system, which serves to set definite standards of achievement in terms of amount and quality of work. Grade points are assigned in the following manner:

- A grade of A earns 3 grade points for each semester hour of credit.
- A grade of B earns 2 grade points for each semester hour of credit.
- A grade of C earns 1 grade point for each semester hour of credit.
- A grade of D earns 0 grade points for each semester hour of credit.

Students in the lower division normally carry sixteen hours of work each semester and in the upper division fifteen hours.

Reports are sent to parents at the end of the first six weeks and at the close of the semester. Reports of students registered in the Preparatory School are sent to parents also at the end of the second six weeks' period. Additional reports will be sent upon request to parents at any time.

### REQUIREMENTS FOR GRADUATION

A minimum residence of one year is required for the diploma of the Junior College and for the high school graduation certificate. The diploma of the Junior College will be granted upon the completion of one hundred twenty-four (124) semester hours' credit in the four years' course, or of



60 hours in the upper division. Sixty-four semester hours, or enough to complete 16 high school units, must be completed in the lower division if a certificate of graduation from high school is desired.

A student may receive a diploma of graduation from high school under either of the following plans: plan I, two subjects pursued for three years each from each of the major groups (English, foreign language, history, mathematics, or science) and two pursued for two years each; or, plan II, three years of English, including fourth year English, two years of a language, one year of history and one year of science taken in the eleventh or twelfth grade, algebra and geometry. Under either plan, the additional units to total 16 may be electives for which credit is given by the school.

Six semester hours of English in the upper two years are required of all candidates for the Junior College Diploma; the remaining fifty-four hours of the upper division may be selected to meet the requirements of the institution to which the student expects to transfer upon the completion of her course, or in work adapted to make the Junior College a completion school. Physical Education (four thirty-minute periods a week) is prescribed for all students.

For the diploma of the Junior College a number of grade points equal to the number of semester hours of credit must be secured. This signifies an average grade of C. For recommendation to college or university the same degree of proficiency must be achieved. Preferred recommendation, however, is given to students who rank in the upper two-fifths of their class. Credits of students whose average grade is below C will be transferred upon request to another institution, but without recommendation.

## SCHOLARSHIPS AND AWARDS

### *Self-Aid Scholarships*

A limited number of opportunities for self-help are available to deserving students whose scholarship record warrants expenditure of time in such work. No assignment is made which interferes in any manner with the requirements of study. Remuneration varies with the type of work and degree of responsibility required. Applications should be made to the Registrar.

### *Scholarships for Daughters of Ministers*

Scholarships having a value of one hundred dollars per year are granted to daughters of ministers in active service. Such students are required to maintain an average high C standing.

### *Scholarships for Students of Superior Ability*

Scholarships for students of superior ability are usually granted for a period of two years. The sum available is in two semi-annual instal-



ments. Scholarships of this character are granted to students whose previous record reveals exceptional merit in both scholastic and leadership ability. In general, holders of such scholarships are required to maintain an average grade of B in their studies and to exhibit praiseworthy traits of character. Recipients of such scholarships are required to complete the two-year course or, in case of withdrawal, refund the amount of the scholarship already received. The following groups of scholarships are available.

Scholarships amounting to two hundred and fifty dollars each and payable one hundred and fifty dollars for the first year and one hundred dollars for the second year, may be granted to students making application for entrance to the upper division for the first time.

A senior scholarship amounting to one hundred and fifty dollars may be granted in recognition of outstanding mental and personal qualities to a Frances Shimer student who has completed the work of the junior year.

Two scholarships amounting to five hundred dollars each may be granted to new students entering the first year of college (junior high school year), payable one hundred dollars per year in the lower division and one hundred fifty dollars per year in the upper division.

On recommendation of the faculty, two honor scholarships amounting to three hundred dollars each, payable one hundred fifty dollars per year, may be granted to Frances Shimer students who have completed the work of the lower division.

#### *The Honor Scholarships*

The Faculty awarded the Honor Scholarships in the Lower Division in June, 1935, to Margaret Ewald and Mabel Turner. The Senior Honor Scholarship was given to Betty Blass.

#### *Educational Aid Association Scholarship*

The Educational Aid Association of Frances Shimer Junior College provides an annual scholarship of one hundred dollars, which is awarded on the basis of deserving need.

#### *The President's Prize*

A prize of fifteen dollars is given to the student in the upper division who in the judgment of the instructors of English shows greatest merit in creative writing. Arlene Reasoner received this award in 1935.

#### *Latin Club Prizes*

A prize of ten dollars was given by Miss Jessie Miles Campbell for excellence in Latin. Ellen Birkett was the winner of this prize in 1935.

A medal offered annually since 1930 by Eta Sigma Phi, National fraternity of Greek and Latin scholars, as a recognition of outstanding work in Vergil was not awarded in 1935.

#### *The James Spencer Dickerson Prize*

A prize of twenty dollars is offered by the family of the late James Spencer Dickerson, president of the Board of Trustees, to the student who shows the greatest amount of progress in Art. In 1935, the prize



was divided, one-half being awarded to Elizabeth Cavanaugh for excellence in creative work in class, and one-half divided between Helen Lambie of the Lower Division and Marguerite Williamson of the Preparatory School.

#### *The Dramatic Club Prizes*

The Dramatic Club offers two annual awards of ten dollars each, one for excellence in Acting, and one for excellence in Stage Production. The names of the recipients of these honors, as selected by a joint committee of faculty and Dramatic Club members, are engraved on the silver plaque which hangs in the Green Room. In 1935, the prize in Acting was divided between Coryl Schuman and Jane Mitchell, and the prize for Production was awarded to Judy Lambie.

#### *The Elizabeth Percy Konrad Trophy*

The Elizabeth Percy Konrad Trophy for excellence in English was presented in 1926. The name of the student in the graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup. Audrey Sharp won the trophy in 1935.

#### *The Golf Trophy*

A golf trophy, a silver cup, bears the name of the winner of the annual tournament. Lois Tucker won the cup in 1935.

#### *The Tennis Trophy*

A tennis trophy, a silver cup, bears the name of the winner of the annual tournament. Joyce Baltzer was the winner in 1935.

#### **SUSAN C. COLVER LECTURESHIP FUND**

The late Mrs. Susan E. Rosenberger, with her husband, Jose L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lecture" in honor of Mrs. Rosenberger's mother by giving certain securities to the School. The lecture for 1934-35 was given by Mr. Dudley Cuts Watson.

#### **EXPENSES FOR THE COLLEGE YEAR**

Beginning with 1931-32 the policy of charging a single inclusive fee covering the total expense for the year was inaugurated. There are no special fees of any kind for regularly elected courses described in the catalogue or for many other services provided by the College. All fields of study and all instructional facilities, therefore, are open to all students without special charge, irrespective of the kind of study undertaken.

*Tuition and living for the scholastic year, \$740.*

This single fee includes the charge for board, room, laundry, and all academic instruction as formerly, and in addition includes all special fees

previously charged, such as class work and private lessons in music, harmony and analysis, voice, art, and speech; use of practice rooms, library, swimming and swimming instruction, gymnasium instruction, the accretorial course, laboratory courses in physics, chemistry, biology, physiology, foods, clothing, and all courses in home economics, graduation, and special lectures and entertainments provided by the school. No charge is made, as formerly, for extra studies taken in addition to the prescribed number. The facilities of the Infirmary as well as the services of the nurse are available to students without charge. This includes common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises, and wounds, and infirmary service in cases of illness. Fees of local physicians called in for diagnosis and treatment are paid by the student. Certain courses in home economics and art where materials are consumed or used according to the taste and desires of the individual and become the property of the student involve a charge for the actual materials consumed or used.

A registration fee of ten dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded, providing notification is received before August 1 and January 1 of the first and second semesters respectively.

Students living in the vicinity of Mount Carroll who do not wish to become residents of the School may pay a fee of \$200 for the college year. This includes all special fees of whatever nature, except those of the Infirmary.

Rooms are generally planned to accommodate two students. Single rooms, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single occupancy.

#### TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. All accounts, including those owed to the College Book Store, must be settled in full before permission is given to take the final semester examinations, January 28 and June 2, 1937. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character are settled in full. Students entering for the second semester only will pay at the rate of \$400.00 for the semester.

#### HOUSE STUDENTS

Due on or before September 16, 1936:

For the first semester .....\$400.00

The \$10 registration fee will be credited on this payment.

Due January 1, 1937, and payable not later than February 2:

For the second semester .....\$340.00



## DAY STUDENTS

Due on or before September 16, 1936:

For the first semester.....\$150.00

Due January 1, 1937, and payable not later than February 2:

For the second semester.....\$100.00

*Expenses for Preparatory School Students may be found on page 72.*

## MISCELLANEOUS EXPENSES

The amalgamation of all fees into a single comprehensive fee was made for the purpose of informing all parents regarding their maximum liability to the College. Certain miscellaneous expenditures for the purchase of books and supplies are necessary. It is desirable that these be kept at a minimum and the co-operation of parents is sought in limiting the monthly allowance for the sake of a wise economy.

The College Book Store stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account, an itemized copy of which is sent periodically to parents and is due upon presentation. The Store has for sale a very well arranged student's account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

While most incidental expenses are governed by purely personal inclinations, a few that are commonly incurred by all students may be mentioned. A student is requested by her class to pay class dues of about \$4.10 per year, a large part of which is used to defray expenses of the class prom. Clubs to which a student may belong request small contributions for special occasions. For all such purposes it is probable that ten dollars per year will be the maximum requested of each student.

A student bank is maintained in the Business Office. Deposits and withdrawals for personal expenses may be made at stated intervals.

## WITHDRAWAL

Since all instructors are necessarily engaged for the year upon the basis of estimated needs, no part of the fee can be refunded due to withdrawal from school. Similarly, when a room is vacated no other student may be assigned to that room since registration has already ceased. All services and facilities are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practice, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. The cost of food, service excluded, up to the time of withdrawal forms the basis of



any refund made. Such refund, however, will not be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

No refund in any amount will be granted to students who withdraw voluntarily or upon request.

### CHANGING AND DROPPING COURSES

Permission to change courses will be granted during the first two weeks of each semester. Application to the Registrar should be made for a Change of Course card upon which reasons for the change are required to be stated. Only reasons of an educational character will be considered.

After the expiration of the first two weeks of each semester no course may be dropped except for definite reasons of physical and mental health. Impending failure or fear of failure are not regarded as suitable reasons for dropping a course.



## COURSES OF INSTRUCTION

For convenience the courses are divided into two groups, lower division and upper division, the lower division comprising the first two years and the upper division the second two years of the Junior College.

The courses of instruction are classified into seven groups, viz., biological science, fine arts, home economics, language and literature, physical science, secretarial studies, and social science. These are arranged alphabetically in the order listed above:

The scheme is as follows:

- a. Biological Science—Physiology, biology, botany, evolution, heredity, physical education.
- b. Home Economics—Clothing, foods, design, home planning and furnishing, home management.
- c. Fine Arts—Music, art, speech, dramatics, play production.
- d. Language and Literature—English, Latin, French, German.
- e. Physical Science and Mathematics—Physics, chemistry, astronomy, algebra, geometry, trigonometry, calculus.
- f. Secretarial Studies—Typewriting, stenography.
- g. Social Science—History, civics, sociology, economics, geography, psychology, education, religion.

The numbering of courses indicates the year in which they normally are given. For example: English 11 is given in the first semester of the first year of the Junior College (11th grade of high school). English 12 is given in the second semester of the same year. The number 21 indicates a course given in the second year, etc. An odd number indicates the first semester, while an even number indicates the second semester. Courses are required to be taken in the year specified unless otherwise indicated. Registration in certain courses may be secured by qualified students who secure the consent of the instructor.

In a similar manner courses numbered 31 are courses taken in the first semester of the third year of the junior college, equivalent to the first year of college, and the courses numbered 41 are regularly taken the first semester of the fourth year.

Students desiring to continue their academic work in a university or a four year college with junior standing should meet as far as possible the requirements of the first two years of the college to which they intend to transfer. In case this college is not definitely determined the pre-academic course outlined below is recommended.



## COURSES OF INSTRUCTION

## SUGGESTED ACADEMIC COURSE

## JUNIOR YEAR

## FIRST SEMESTER

Courses	Credits
English Composition 31.....	4
Biology 31.....	4
History 31 or 33.....	3
Foreign Language, French or German.....	3 or 4
Speech 31.....	2
	<hr/> 16

## SECOND SEMESTER

Courses	Credits
English Composition 32.....	4
Biology 32.....	4
History 32 or 34.....	3
Foreign Language, Continued.....	3 or 4
Speech 32 or 34.....	2
	<hr/> 16

## SENIOR YEAR

## FIRST SEMESTER

Courses	Credits
English Literature 41.....	3
Economics 41.....	3
Foreign Language, Continued.....	3
Psychology 41.....	3
Art History 47, or Chemistry 31, or Mathematics 31, or History 31 or 33.....	3 or 4
	<hr/> 16

## SECOND SEMESTER

Courses	Credits
English Literature 42.....	3
Sociology 42.....	3
Foreign Language, Continued.....	3
Art History 46, or Chemistry 32.....	3 or 4
History 32, or 34, or Mathematics 32.....	3
	<hr/> 16

For students who do not intend to carry their college work beyond the two years of the upper division a general course is recommended which will give a broad cultural background in preparation for intelligent social living.

## GENERAL COURSE

## JUNIOR YEAR

## FIRST SEMESTER

Courses	Credits
English 31.....	3
Biology 31.....	4
Music Appreciation 33.....	1
Speech 31.....	2
Electives.....	7
	<hr/> 17

## SECOND SEMESTER

Courses	Credits
English 32.....	3
Biology 32.....	4
Music Appreciation 34.....	1
Speech 32 or 34.....	2
Electives.....	5
	<hr/> 15

Suggested Electives: History 31 or 33 and a foreign language.



## FRANCES SHIMER JUNIOR COLLEGE

## SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Literature 41 .....	3	English Literature 42 .....	3
*Economics 41 or History 31 or 33 .....	3	Sociology 42 or History 32 or 34 .....	3
Psychology 41 .....	3	Art History 43 or Graphic Arts 44 .....	3
Art History 47 or Graphic Arts 37 .....	3	*Electives .....	3
**Electives .....	4		
	16		11

\*Economics must be preceded by a year of History.

\*\*History of Religion, History of New Testament Times, Advanced English Composition and Education are recommended electives.

## COURSES IN THE FINE ARTS

Students who wish to develop their ability in music, art, or dramatics either for the cultural value of these arts or with a view toward professional training should follow the curricula outlined for these departments on pages 45, 48, and 54.

## SPECIAL COURSES

The curricula in Physical Education, Home Economics, Library Science and Secretarial Studies are not meant to be terminal in their character. They are designed to meet the demands of students who desire to continue their general education in college and at the same time pursue an interest or increase a skill. These curricula are described on pages 39, 40, 63, and 66.

## THE COURSE IN EDUCATION

Students who desire at the end of two years of college work to obtain the Illinois Limited Elementary School Certificate should follow the curriculum outlined on page 70. Students who have completed these requirements will be recommended for the appropriate certificate in other states also.

## DEFINITION OF TERMS

A semester hour is a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of eighteen weeks. Two hours of laboratory work in general are counted as equivalent to one class hour if the instructor requires computations and write-ups of laboratory work to be done outside of laboratory hours. If such work is required to be done in the laboratory and under the supervision of the instructor, the laboratory equivalent of a class meeting for which preparation has been made is three hours.

Class hours are fifty minutes in length. A five-minute interval is allowed for passing from one class to another.

## BIOLOGICAL SCIENCES

The courses in biology are designed to give the students a clear conception of the underlying principles which govern living matter, to teach them to know and to enjoy their environment, and to help them understand the interdependence of plants and animals and their relation to the physical world.

The large well-lighted laboratory is equipped with compound microscopes, slides, charts, and models. A micro-projector, recently purchased, has given new interest to the laboratory work.

**11-12—ELEMENTARY BIOLOGY.** A unit course for lower division students presenting a study of plants and animals, their lives, functions, environment, and economic importance. Field trips familiarize the student with local flowers, birds, and insects. Special emphasis is placed upon human biology and public health.

*Three class meetings and two two-hour laboratory periods per week, both semesters.*  
*Four credits each semester.*

**31-32—GENERAL BIOLOGY.** An introduction through plants and animals to fundamental biological facts. Typical forms are studied with reference to physiological processes, evolution, ecology and economic importance. Recommended to all juniors. Prerequisite for Physiology 41.

*Two class meetings and two two-hour laboratory periods per week, both semesters.*  
*Four credits each semester.*

**41—PHYSIOLOGY.** A general survey of the origin, development, and functional processes of the human body. It is recommended for science, pre-medical and pre-nursing courses. High school physiology is desirable. Biology 31-32 a prerequisite. Open to seniors only.

*Two class meetings and two two-hour laboratory periods per week, first semester.*  
*Four credits.*

**42—BOTANY.** A study of the identification and classification of seed plants and ferns, with special emphasis on those native to northwestern Illinois. The course is designed for those who desire more work in botany than is given in the General Biology course.

*Two two-hour laboratory periods per week, second semester.*  
*Two credits.*

**43—EVOLUTION.** That evolution has taken place is shown definitely in geological history, comparative anatomy, embryological development, natural classification, geographical distribution and experimental breeding. Open to seniors and to others by approval of instructor.

*Two hours per week, first semester.*  
*Two credits.*



44—HEREDITY. The course presents the biological facts underlying the phenomena of variation and heredity. The fundamental principles as derived from a critical study of the origin and nature of the germ cells, the origin and nature of variations; and the results of experimental breeding are applied to such problems as plant and animal improvement, inheritance of acquired characters, sex determination, mutations, and human heredity. Open to seniors and to others by approval of the instructor.

*Two hours per week, second semester.*

*Two credits*

## PHYSICAL EDUCATION

The aim of Physical Education is to aid in establishing sound health habits, including daily exercise, and to develop a spirit of good sportsmanship, high ideals of team co-operation, and a desire for continued physical activity.

At the beginning of each year each student is given a physical examination to determine general health condition, physical efficiency, and individual needs. Upon the basis of this examination, complete records of which are kept, each student is assigned to a particular phase of the program of activities. Examinations are repeated in whole or in part as often as desired. Weight and development records are secured with sufficient frequency to insure adequate oversight of all students.

Each student is required to have a gymnasium costume consisting of two romper suits, white socks, and shoes. Dancing sandals and swimmer suit are also required for those who participate in these activities. Since the regulation with reference to the costume requirements will be strictly enforced, it is necessary to purchase the uniform through the Book Store after arrival.

In the fall and spring the classes engage in outdoor activities, such as tennis, golf, field hockey, baseball, and riding. The annual May Fête is an event requiring many varieties of athletic ability. Winter work includes basketball, volley ball, indoor work, and dancing, both tap and ballet. Swimming is offered throughout the year. During the year opportunity is given to pass Red Cross Junior and Senior life saving tests.

### REQUIREMENTS FOR GRADUATION

A minimum of four periods per week or equivalent is required of all lower division students and two periods per week for upper division students. Credit for Physical Education may not be included in the 15 units required for a high school diploma nor in the total of 60 credits required in the upper division. It is nevertheless one of the requirements for graduation, and no student may be excused except on the written statement of a qualified physician. Under such conditions a modified program of exercise is prescribed. An average grade of C in physical education is required for each year in residence.

# PHYSICAL EDUCATION

## THE PHYSICAL EDUCATION COURSE

Junior College students of the upper division who desire to major in Physical Education are given the opportunity to take work covering the first two years of a four-year course.

Physical Education is not unlike other specialized fields in that the first two years of study are largely concerned with a general education to give a broad background before starting on the more specialized work.

Students who have a special interest in teaching Physical Education find unusual opportunities for assisting with the sports program.

The following suggested courses may be modified to meet the individual needs of the student and the requirements of a specific school to which she may wish to transfer after completing her first two years.

### JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Biology 31 .....	4	Biology 32 .....	4
English Composition 31 .....	3	English Composition 32 .....	3
History 31 or 33 .....	3	History 32 or 34 .....	3
Foreign Language, French or German .....	1	Foreign Language, French or German .....	1
Speech 31 .....	2	Speech 32 or 34 .....	2
Physical Education .....		Physical Education .....	
	15		15

### SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Literature 41 .....	3	English Literature 42 .....	3
Chemistry 31 .....	4	Chemistry 32 .....	4
Physiology 41 .....	4	Heredity 42 .....	2
Electives .....	4	Electives .....	6
Physical Education .....		Physical Education .....	
	15		15

Suggested Electives: Psychology, Voice and Diction, Music Appreciation, Piano, Graphic Arts 37-38, Art History.

### COURSES

- 11-12—PHYSICAL EDUCATION. Required of all freshmen.  
Four periods per week, both semesters. One-half credit each semester.
- 21-22—PHYSICAL EDUCATION. Required of all sophomores.  
Four periods per week, both semesters. One-half credit each semester.
- 31-32—PHYSICAL EDUCATION. Required of all juniors.  
Two periods per week, both semesters. One-half credit each semester.
- 41-42—PHYSICAL EDUCATION. Required of all seniors.  
Two periods per week, both semesters. One-half credit each semester.



## HOME ECONOMICS

The courses offered in this department are planned for two classes of students, those who expect to specialize later in Home Economics, and those who desire some fundamental knowledge of household problems.

Students who register for courses in Home Economics should elect courses in art which correlate closely. Elections should be made in consultation with the instructor.

Recommended elective courses in addition to those named below are: Art History 47-48; Organic Chemistry 41; Botany 42; English 41-42.

## SUGGESTED COURSE IN HOME ECONOMICS

## JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Design 31.....	3	Home Management 42, or Home Planning and Furnishing 38.....	1
Chemistry 31.....	4	Chemistry 32.....	4
Biology 31.....	4	Biology 32.....	4
English, 31.....	3	English, 32.....	3

## SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Clothing 31.....	3	Advanced Clothing 32.....	1
Foods 35.....	4	Advanced Foods 36.....	4
Psychology 41.....	3	Education 42.....	3
Physiology 41.....	4	Home Management 42, or Home Planning and Furnishing 38.....	1

11—COOKING. Study of the classes of food and their relation to health; preparation of food; meal planning and serving; experimental problems illustrating the underlying principles of cookery.

*Two class periods and three two-hour laboratory periods per week, first semester. Four credits.*

12—SEWING. Study and application of the fundamental processes in garment construction; use of sewing machine; elementary study of textile fibers and fabrics with relation to wearing quality.

*Two class periods and three two-hour laboratory periods per week, second semester. Four credits.*

13-14—HOME AND FAMILY PROBLEMS. This course deals with the functions of the home and the types of problems pertaining to home life. The responsibilities of the home maker in respect to the physical, economic, social, educational, and civic aspects of family life are considered. *Four hours per week, both semesters. Four credits each semester.*

31—CLOTHING. Construction of garments; study of textiles as to fiber, weave, tests; textile economics, hygiene of clothing; choice and care of clothing; budget study. Prerequisite or concurrent, Design 33.

*One class meeting and three two-hour laboratory periods per week, first semester. Three credits.*

32—ADVANCED CLOTHING. Advanced textile study, application of principles of design to costume; study of historic costume in relation to modern dress. Prerequisite, Clothing 31 or Sewing 12.

*One class meeting and three two-hour laboratory periods per week, second semester. Three credits.*

33—DESIGN.\* Study of the fundamental principles of design and their application to dress, architecture, and other forms of construction. A study of line and color; lettering. Not offered in 1936-37.

*One class meeting and three two-hour laboratory periods per week, first semester. Three credits.*

35—FOODS. Composition, selection, commercial processes; foods from the chemical and physical standpoint; consumer's responsibility; pure food legislation; preparation of food, factors of cookery, analysis of recipes and standard products. Prerequisite or concurrent, Chemistry 31.

*Two class meetings and two three-hour laboratory periods per week, first semester. Four credits.*

36—ADVANCED FOODS. Foundations of normal human nutrition; nutritive values in relation to cost, cost of food in relation to family budget, food combinations, preparation and serving of meals. Prerequisite, Home Economics 31 and Chemistry 32 which may be taken concurrently.

*Two class meetings and two three-hour laboratory periods per week, second semester. Four credits.*

38—HOME PLANNING AND FURNISHING. A study of historic types of architecture and their influence upon present-day styles; house plans; relation of good design in the planning and furnishing of a home conveniently and artistically; study of plumbing, heating and lighting; period

\*As a substitute for this course in 1936-37 students are referred to Graphic Arts, 37-38. See page 46.



furniture and furnishings. Prerequisite, Home Economics 33. Alternates with Home Economics 42.

*One class meeting and three two-hour laboratory periods per week, second semester.*

*Three credits.*

42—HOME MANAGEMENT. A study of household expenditures with approximate percentages at different income levels, investments and savings, clothing and food for the family, household equipment and its care, schedule of work, care of the house, and home laundering. If this course is to be transferred for credit, it must be preceded by, or be taken parallel with, Economics 41.

*Three hours per week, second semester.*

*Three credits.*



## GRAPHIC AND PLASTIC ARTS

*The Study of Art in the Junior College*

Under the four-year Junior College organization the young woman may begin professional art study two years in advance of what heretofore has been possible. The courses of study offered in the art department are so arranged that the first two years of general art study are linked with the last two years of special study, thus uniting the four years into one integrated unit. The break which ordinarily occurs between art in high school and art in college or institute is thus eliminated. At the completion of the junior college art course the student is equipped with four years of systematic art instruction plus academic work which any college or university will accept. If she discontinues her formal study in art at this point, she will have had four uninterrupted years of instruction instead of a year or two of disconnected study. This four-year unit serves as a happy medium between an academic degree and an art school.

It is unquestionably true that the student with this background will be prepared to make significant creative contributions to contemporary art and life whether it be in a university, an art school, a home or a professional position. As a contributor to the economic and aesthetic life of a more complex community, the junior college graduate in art will be able to foster meritorious performance in proportion to her discrimination and artistic judgment.

*Art Expression in School Activities*

Competitions and contests conducted periodically and annually challenge the art students to an awareness of the practical need for art in every-day life. Monetary awards and prizes, publication of distinctive designs in the numerous Junior College printed programs, bulletins, and in *The Record* are some of the devices employed to give adequate recognition to outstanding art students. The college Christmas card is selected each year from a group competition. The official school seal, program-cover designs for musicals and plays, and illustrations for this catalogue were designed by the art students as major departmental projects. The art students co-operate in the designing of stage sets and backgrounds. Festivals, bazaars, pageants, concerts, and athletic events inspire students to create appropriate and suitable posters, unusual wall decorations and screens. A real outlet is thereby given to creative capabilities.

The Art Club members, consisting of students in classes in Graphic Arts and in History of Art, as well as other interested students, sponsor teas and coffees in connection with current exhibitions of art shown at the Dickerson Art Gallery. Receptions given for visiting painters, sculptors and art lecturers provide inspiring personal contacts with significant artists of national repute. An exhibition of student work is held annually.



The Frances Shimer Junior College is one of the first institutions of its kind to have established an art gallery. The history of the gallery and the permanent collection are described more fully under the heading of General Information in another section of this catalogue. Students have unlimited opportunity to study the permanent works of art both in organized class work and informal visits to the gallery.

### *Objective of the Art Department*

The courses in Graphic Arts have been organized with a five-fold objective:

1. To cultivate a visual understanding of the universe and to develop a consciousness of the beauties of nature and the spirit of life as manifested in physical law.
2. To afford the student exercise in the technical processes through which the ideals and aspirations of mankind are expressed and understood—whether they be in painting, design, sculpture or the handicrafts.
3. To balance and complement other subjects of the curriculum.
4. To develop a sense of discriminating taste in all fields pertaining to matters of selection in dress and interior decoration.
5. To promote the understanding and appreciation of the rich inheritance in art.

## GENERAL COURSES

### GRAPHIC ARTS FOR LOWER DIVISION STUDENTS

Art courses are general during the first two years of the Junior College. They include free-hand drawing from nature, life and still-life, perspective, lettering, decorative designing, painting, modeling, and history of art. Courses 11-12, and 21-22, respectively, designed for freshmen and sophomores, are more fully described on page 45.

## SPECIAL COURSES

### GRAPHIC ARTS FOR UPPER DIVISION STUDENTS

The art courses in the upper division are "special" or "departmental." Students expecting to specialize in art, to enter art schools, or to major in art at any of the universities should confer with the instructor before planning a course of study in order to secure a proper selection of courses.

The following outline of courses suggests the maximum amount of work which may be taken in Graphic Arts in the junior and senior years of the Junior College.



COURSE IN GRAPHIC ARTS  
JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Drawing and Composition 31.....	3	Drawing and Composition 32.....	3
Lettering 33 .....	1	Perspective 34 .....	1
English Composition 31 .....	3	English Composition 32 .....	3
Electives .....	8	Electives .....	8
	15		15

## SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Drawing, Composition and Painting 41 .....	2 or 3	Drawing, Composition and Painting 42 .....	2 or 3
Design 43 .....	2	Advertising Art 44 .....	2
History of Art 47 .....	3	History of Art 48 .....	3
Electives .....	7 or 8	Electives .....	7 or 8
	14 or 16		14 or 16

## COURSES OF INSTRUCTION IN GRAPHIC ARTS

## LOWER DIVISION OF THE JUNIOR COLLEGE

11-12—GRAPHIC ARTS. In the beginning course the purpose is to develop close observation and ease in handling materials through a study of masks and casts, interesting arrangements of still-life objects and the posed figure. Mediums are charcoal, pencil, pastels, pen and ink. There is practice in lettering to develop skill in drawing single stroke and more complex alphabets. Principles of perspective are applied to drawings. Instruction is given in the correct use of drafting instruments, with rules for dimensioning and applications to working drawings. All drawing and lettering is done during the regular studio time. History of Art lectures on Classic, Medieval and Renaissance Art are given one period each week; notebooks and outside readings are required.

*One class meeting and four two-hour studio periods per week, both semesters.*  
*Four credits each semester.*

21-22—GRAPHIC ARTS. The aim of this course is to train the student in the use of colors in still-life and flower studies. Occasional sketches are made out-of-doors. Emphasis on creative expression during the second semester with application of design principles to special space-filling problems. Study of color theory with experimentation. All problems in color study and design are completed during the regular studio time. History of American Art lectures are given during one single period each week; notebooks and readings are required.

*One class meeting and four two-hour studio periods per week, both semesters.*  
*Four credits.*



## UPPER DIVISION OF THE JUNIOR COLLEGE

31-32—DRAWING AND COMPOSITION. This course covers a foundation in drawing for specialization in any field of art—drawing, painting, illustration, or advertising. Drawings are made from casts, still-life objects, heads and torsos. The principle mediums are charcoal and water colors. Colored pencils, crayon, and pen and ink are also used. In composition the student is taught the organization of forms into making of pictures. Imagination and the creative ability of the student is developed. A wide variety of mediums is used in this work.

*Three two-hour studio periods per week, second semester. Two credits.  
Or three three-hour studio periods. Three credits.*

33—LETTERING. A general course in lettering with study and practice in drawing single stroke, Roman, and other fundamental alphabets. Applications to posters, quotations, initial letters, and book covers. Notebooks and outside readings required.

*One two-hour studio period per week, first semester. One credit.*

34—PERSPECTIVE. Problems are given in rendering geometric blocks, original elevations and interiors in mechanical perspective. Pencil, pen and ink and water colors are mediums used for developing these problems.

*One two-hour studio period per week, second semester. One credit.*

37-38—INTRODUCTION TO THE ARTS. This course is designed for those students wishing some experience in art for their personal cultural development but not desiring to specialize in art. It is suggested for students of Education, Dramatic Arts, Home Economics, and Music. Those students interested in special study beyond this introductory course may register for separate courses in art. Fundamental practice will be given in drawing, lettering, painting, design, and modeling.

*Three two-hour studio periods each week, both semesters.  
Two credits each semester.*

41-42—DRAWING, COMPOSITION AND PAINTING. More advanced work is done in drawing and painting, attention being given to structural form of the head, costumed figures, still-life and full length casts. Advanced work in composition. Prerequisite, Graphic Arts 31-32.

*Three two-hour studio periods per week, each semester. Two credits.  
Or three three-hour studio periods. Three credits.*

43—DESIGN. This course develops the inventive ability of the student. The decorative value of geometric shapes, and plant and animal forms is taught, with their application to specific problems. Prerequisite, Graphic Arts 31-32 or 37-38.

*Two two-hour studio periods per week, first semester. Two credits.*

44—ADVERTISING ART. In this class, students may continue their work in decorative design alone, or they may do work offered as an introduction to more advanced fields, where the selling value of the best in advertising is emphasized. Posters, fashion drawings, and newspaper illustrations are made. Ideas are developed in tissue lay-out. Prerequisite, Graphic Arts 43.

*Two two-hour studio periods per week, second semester.*

*Two credits.*

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

*Three hours per week, both semesters. Three credits each semester.*





## MUSIC

Instruction in piano, voice, and violin is given upon the same basis as academic subjects. For time spent the unit of measurement is identical with that used in all other subjects. The degree of difficulty is also approximately equal.

Music instruction is rapidly becoming organized in definite graded steps of progress. Accompanying these grades are academic requirements universally adopted by professional schools. Language and literature, history, psychology, the drama, and related subjects are prerequisites to advanced professional study. The junior college offers exceptional opportunities for the completion of these requirements before intensive application to exclusively professional study of music is undertaken.

Students electing courses in applied music must also pursue courses in the history or theory of music. The amount of such work may not be less than one-third of the amount in applied music. For lower division students Fundamentals of Music 11-12 may be taken to meet the requirement in music theory. Upper division students may elect History of Music 31-32, Appreciation of Music 33-34, Ear Training 35-36, and Advanced Harmony 41-42.

No credit for applied music alone, except in glee club and orchestra, is granted. Final credit for applied music is not approved until the required amount of theoretical work has been completed. If preparation for courses in applied music in the upper division is not sufficient, the elementary course may be taken with the approval of the instructor, but no credit will be given.

The aim of the department is to train students who are seriously interested in music. Consequently, half or part-time courses are only rarely approved.

The following outline of courses applies to upper division students and represents a normal program of work. Other students should consult the instructor when electing courses in piano.

## COURSE IN MUSIC

JUNIOR YEAR	Credits	SENIOR YEAR	Credits
Applied Music .....	4	Applied Music .....	4
History of Music 31-32 .....	6	Harmony 41-42 .....	6
Glee Club .....	2	History of Art 47-48 .....	6
French or German .....	8	Glee Club .....	2
English 31-32 .....	6	English Literature 41-42 .....	6
Electives .....	4	Electives .....	4
	<hr/> 30		<hr/> 30



For the certificate in piano an additional ten credits in applied music must be included. Courses 41-42 in piano furnish the necessary training. For the certificate in voice an additional eight credits in applied music must be included. Courses 41-42 in voice furnish the necessary training.

These certificates are granted provided the quality of achievement is of such a degree that it merits special recognition. Students should bear in mind that fulfilling the requirements in time and credits only will not mean the automatic bestowal of the certificate. Standards of achievement also are taken into consideration. Students often require an extra year to secure the certificate, thereby including other fields of rich cultural content.

### THEORETICAL MUSIC

11-12—FUNDAMENTALS OF MUSIC. Singing and analysis of simple songs in unison. Study of elementary music theory: tone, staff, clefs, scales, meter, rhythm, keys, intervals, inversion of intervals, transposition, chords, the triad, cadences, form, melody, writing, dynamics. Mastery of musical terms is required. Another phase of this course is elementary ear training involving the recognition by ear of any of the above mentioned fundamentals when played or sung. Practice in sight singing is amply provided. Simple dictation to test knowledge of material studied is required each week. This course is repeated for upper division students.

*Two hours per week, first semester.*

*Two credits*

31-32—HISTORY OF MUSIC. A study of the history of music from the dawn of civilization to the present day. Notebooks are kept throughout, containing class notes, pictures, and biographies of most noted musicians. The method of teaching is by class lectures, discussions, outside reading, themes and occasional musical examples. Course is based on Bauer & Peyser's "Music Through the Ages."

*Three hours per week, both semesters. Three credits each semester.*

33-34—THE APPRECIATION OF MUSIC. The purpose of this course is to develop, through analysis and intelligent listening, a better understanding and comprehensive appreciation of the various types, periods, and forms of music. Illustrated with records. No previous musical training is necessary. Lectures, assigned readings, and papers.

*Two hours per week, first semester; one hour per week, second semester.*

*One credit each semester.*

35-36—EAR TRAINING AND SIGHT SINGING. Study of notation, rhythm, scales, keys, intervals, chords and musical terms. Practise in reading at sight, singing in correct pitch, detecting differences in rhythmic patterns. Practise in ear training by taking musical dictation of increasing difficulty in rhythms, intervals, chords and melody. Practise in two-part sight reading.

*Two hours per week, both semesters.*

*One credit each semester.*



41-42—ADVANCED HARMONY. A study of harmony at the keyboard and by written work, covering cadences, modulations, all chords of the seventh, the dominant ninth, altered and mixed chords, chord progressions in four-part writing, appoggiatura, suspension, anticipation, passing tones, embellishments, the figured chorale. May be elected by juniors upon approval of the instructor.

*Three hours per week, both semesters.*

*Three hours credit each semester*

### ENSEMBLE MUSIC

31-32—ORCHESTRA. Prerequisite, ability to play orchestral instruments and the approval of the instructor. Required for certificate in violin. Two meetings for instruction and practice per week with additional rehearsals for public concerts. Credit is not given for one semester only.

*Two hours per week, both semesters. One credit each semester.*

33-34—GLEE CLUB. An organization open to all voice students. Other students interested in ensemble singing are eligible after voice and music knowledge tests. Frequent public appearances afford opportunity for musical expression. Special rehearsals are required prior to all public appearances. Credit is not given for one semester only. The course may be dropped only with permission of the Dean and continuous attendance is required.

*Two hours per week, both semesters. One credit each semester.*

35-36—CHAPEL SINGERS. Nine singers are selected annually by the instructor to lead the music in chapel services, sing occasionally in churches, broadcast, and give concerts in neighboring towns. Credit is not given for one semester.

*One hour per week, both semesters. One-half credit each semester*

### PIANO

The courses in piano include all grades of material required for the most systematic technical and musical development, and involve a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work, and representative compositions are chosen throughout the course in order that the emotional and intellectual qualities may be developed in unison with the technical. Public student recitals are given at intervals during the year. Students may enter any course for which they are found qualified. Material of the approximate grades listed will be selected to suit individual needs.

Courses 31-32 and 33-34 may be taken for two credits each semester upon recommendation of the instructor.



11-12—ELEMENTARY PIANO I. Foundation work; Gurlitt, Opus 82, Bk. I; Berens, Opus 70; Bertini, Opus 166; Loeschorn, Opus 65, Bk. I; Krause, Opus 25; and additional elementary pieces.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

13-14—ELEMENTARY PIANO II. Lemoine, Opus 37; Loeschorn, Opus 65, Bk. II; Duvernoy, The School of Mechanism; Kunz, Two-Part Canons; easy pieces, technic.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

15-16—INTERMEDIATE PIANO I. Krause, Opus 4; Loeschorn, Opus 65, Bk. III; Berens School of Velocity, Bk. I; First Lessons in Bach; Clementi sonatas; pieces of corresponding difficulty; technic.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

17-18—INTERMEDIATE PIANO II. Krause, Trill studies; Heller, Opus 47; Bach, Little Preludes and Fugues; easy sonatas of Haydn and Mozart; shorter compositions; technic continued.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

31-32—ADVANCED PIANO I. Czerny, Studies in Velocity; Foote, Etudes Opus 9; Bach, Two-Part Inventions; Heller, Opus 45 and 46; Concone, Fifteen Studies; Mozart and Beethoven sonatas; modern composers; technic continued.

*Two half-hour lessons and eight hours practice per week, both semesters.  
Three credits each semester.*

33-34—ADVANCED PIANO II. Cramer, Selected Studies; Neupert, Twelve Studies; Bach, Three-Part Inventions; French Suites; Mozart and Beethoven sonatas continued. Modern composers; advanced technic.

*Two half-hour lessons and ten hours practice per week, both semesters.  
Four credits each semester.*

41-42—CERTIFICATE COURSE IN PIANO. Bach, English Suites; Preludes and Fugues; Clementi, Gradus ad Parnassum; Chopin, Etudes; Beethoven sonatas; concertos of Mozart, Beethoven and Mendelssohn; other compositions from the classic, romantic and modern schools. The successful candidate will be required to give a recital program.

*Two half-hour lessons and fifteen hours practice per week, both semesters.  
Five credits each semester.*



## VIOLIN

In addition to violin, instruction in all string instruments, as double bass, cello, and viola, is offered. The school loans to students a viola for practice, and only such students are encouraged to study this instrument as have at least an intermediate foundation in violin.

11-12—ELEMENTARY VIOLIN I AND II. Particular attention is given to position, the manner of holding the violin and bow, and to good intonation and tone quality. Loureux, Books I to IV; Michell, easy pieces; Wohlfahrt, Opus 45, Book I; Kayser, Opus 20, Book I; Pleyel duos; Auer, Book I; pieces of corresponding grade.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

13-14—INTERMEDIATE VIOLIN I AND II. Wohlfahrt, Opus 45, Book II; Kayser, Opus 20, Book II; Auer, Book II; Dancla Airs Variés, Opus 89; selected pieces.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

31-32—ADVANCED VIOLIN I AND II. Flesch scales; Sevcick, Changes of Positions; Mazas, Opus 36, Book I; Kreutzer, The Double Stop études; Casorti, The technic of bowing; selected sonatas Mozart, Schubert, Haydn, and concertos; suitable pieces; ensemble work.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

33-34—ADVANCED VIOLIN III AND IV. Kreutzer Studies; Sevcik Double Stops, Part IV; Kreutzer doubled stops; Fiorillo; Rode, caprices; Rovelli; Dancla, Opus 100; more difficult concertos and sonatas, and pieces of corresponding grade. The successful candidate will be required to give a recital program.

*Two half-hour lessons and ten hours practice per week, both semesters.  
Four credits each semester.*

## VOICE

Students in voice are given an initial test to determine development and natural ability, i.e., quality of voice, musicianship, rhythm, ability to sing on pitch, ability to read by sight, and similar skills. A satisfactory minimum achievement as a result of such tests will place a student according to ability at a level of difficulty where greatest progress can be made.



Students will be given one private lesson per week, at which repertoire is studied, as well as one class lesson of one hour, in which vocal technique is studied and practiced. Not more than six students are in a class. Class voice eliminates fear of public performance and permits the student to see and hear others at work on their own problems while solving her own.

Lessons in voice must be preceded or accompanied by a theoretical course. Mastery of musical terms, notation, signatures for keys and similar music technic is a necessary condition for receiving private lessons, the time devoted to which will not be used for instruction in musical terms and expressions. Deficiency in this field of knowledge must be removed by thorough study of course 11, Fundamentals of Music, or course 35, Ear Training.

Special attention will be given in each field to those preparing to teach and those who plan to do recital work. Opportunities for experience in clubs, recitals, glee club, and church are open to those desiring such activities.

Students well advanced and desiring to devote practically full time to the study of voice will have the opportunity to take work in addition to the work described in the following courses. Study of the important recitatives and arias from the well known German, French, and Italian operas and oratorios will be undertaken.

11-12—VOICE. Simple songs and exercises to develop breath control and tone production.

21-22—VOICE. Continuation of work of first year, with vocalises from Concone.

31-32—VOICE. A study of correct physical and mental poise; principles of breathing and breath control; proper use of the organs of articulation; vowels and fundamental essentials of tone production. More advanced vocalises from Concone are undertaken and a study is made of Vaccai and simple songs.

*One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.*

41-42—VOICE. An advanced study in technic, involving a study of vocal embellishments such as the appoggiatura, acciaccatura, mordent, turns, trills and development of the great scale. Great stress will be put upon the bel canto style of singing—smoothness, flexibility, and velocity in singing. As advance in ability warrants, literature of the Old Italian Classics, Handel, Mozart, Weckerlin, Brahms, Schubert, Schumann, Debussy, Grieg, and composers of the modern period will be included in the program.

*One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.*



## SPEECH ARTS

The aim of this department is fourfold: first, to develop an appreciation of the art of fine speaking; second, to aid the student of literature in oral expression; third, to give the student who expects to major in speech or dramatic work a foundation for university study; fourth, to foster the creative spirit through the medium of the theatre.

Those expecting to enter special schools of speech, or to major in speech arts at any of the universities should arrange a conference with the instructor before planning a course of study in order to insure the right choice of studies.

Students of speech are urged to elect courses in dancing, freehand drawing, design, music, and history of art. Exceptional opportunities are offered at Frances Shimer to study these arts which are so closely related to speech and drama.

Applied Fundamentals of Speech, given the first semester of the Junior year, is designed to give those majoring in speech help with individual problems. Other students may enter with permission. Corrective speech receives attention. Enrollment in the class is limited to six. See Speech 33. In the senior year advanced students take private work. See Speech 43-44.

SUGGESTED COURSE IN SPEECH ARTS  
JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Speech 31 .....	2	Speech 32 .....	2
Speech 33 .....	1	Speech 34 .....	2
Graphic Arts 31 .....	2	Music Appreciation 34 .....	1
Music Appreciation 33 .....	1	English Composition 32 .....	3
English Composition 31 .....	3	*Modern Language .....	3
*Modern Language .....	3	Dancing, see page 38 .....	
Electives .....	3	Electives .....	4
	15		11

## SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Speech 41 .....	3	Speech 42 .....	3
Speech 43 .....	2	Speech 44 .....	2
Art History 47 .....	3	Art History 48 .....	3
English Literature 41 .....	3	English Literature 42 .....	3
*Modern Language .....	3	*Modern Language .....	3
Electives .....	2	Electives .....	2
	16		16

\* Two years of a modern language, preferably French, are required. If this amount has been taken in high school, other electives may be substituted.



## DRAMA

Frances Shimer offers opportunity to all students for artistic self-expression through the drama. Special festivals are given at Christmas and Easter. The Dramatic Club stages two productions. The Play Production students present one-act plays. Any student, including those registered in the lower division, may apply for admission to the Play Production Laboratory, conducted in connection with the course in Play Production. Not only in acting and stage management, but in design, costume, music, and dancing, the student receives practice in relating her art to an artistic whole. All departments of the college co-operate in producing a play. To maintain a high standard of artistry in performance is a constant aim. Among the plays given recently are: *The Perfect Alibi*, *Alice-Sit-by-the-Fire*, *The Chantilly Nativity Play*, *The Far Off Hills*, *Quality Street*, *Lilies of the Field*.

The Green Curtain Dramatic Club is an active organization holding monthly meetings. This Club gives two three-act plays as well as a vaudeville, which gives opportunity for all students in school who are talented in music, dancing, or characterization to perform. It has a membership of twenty-five chosen by try-outs during the first semester. All students are eligible for the try-outs. The Club also sponsors informal college dances and special lectures. In the spring a trip is made to Chicago. Visits to the theatre include journeys back-stage. Recently the Dramatic Club has seen Nazimova in *The Simpleton of the Unexpected Isles* and Katherine Cornell in *Romeo and Juliet*.

The honorary dramatic fraternity of Delta Psi Omega elects its membership each spring from those of the Junior and Senior classes who have done exceptional work in acting and production.

## EQUIPMENT

Equipment includes a stage of professional size, dressing rooms, an excellent switchboard, portable spots, floods, strip lights, and permanent borders and foots in three colors, all on dimmers. There is a property room and a workshop where scenery is built and stored. The Dramatic Club owns its costumes. While the emphasis is on acting, the facilities are adequate for many types of production.

## SPEECH AND DRAMATIC ART

11-12—SPEECH. A beginning course in Dramatic Art for students of the lower division and Preparatory School. Voice and Pantomime. Oral Reading. Frequent opportunities to appear informally before an audience.

Two hours per week, both semesters. Two credits each semester.



31—FUNDAMENTALS OF SPEECH. This is a foundation for public speaking, interpretation, and acting. Breathing, the phonetic approach to enunciation, elements of tone production, the relation of emotion to speech; posture; rhythm; oral exercises with student criticism. Five-minute speeches before the class; assigned reading; individual conferences. This course may be counted toward a major in English. A prerequisite for all other courses in Speech, except private instruction. This course is identical with English 37.

*Two hours per week, first semester.*

*Two credits*

32—LITERARY INTERPRETATION. A study of moods, emotion, and ideas as expressed by the poet, novelist or dramatist. How to interpret in a creative manner the beauty in literature. The use of the voice as an instrument of interpretation. Lyric verse, Browning's Dramatic Monologues, Modern American poetry, and the short story offer material for study. Prerequisite, course 31, Fundamentals of Speech. Identical with English 38.

*Two hours per week, second semester.*

*Two credits*

33—APPLIED FUNDAMENTALS OF SPEECH. Individual instruction in classes limited to six. For students who are majoring in Speech, or those needing speech correction. The course is designed to help the beginning student with problems of diction, bodily co-ordination, and interpretation. Preferably taken in conjunction with course 31, Fundamentals of Speech. Open to juniors and seniors.

*Two hours per week, first semester.*

*One credit*

34—EXTEMPORANEOUS SPEAKING. The organizing of public opinion through speech. Study of the impulses governing human behavior. Organization of speech material. Assigned reading. Constant drill in speaking from the platform. Prerequisite, course 31, Fundamentals of Speech.

*Two hours per week, second semester.*

*Two credits*

41-42—PLAY PRODUCTION. A beginning course open only to seniors. In the first semester lectures on the history of the theatre from the Greeks to the present day. Laboratory exercises in acting. Assigned readings, required notebooks, and term papers. In the second semester the lectures cover a survey of the practical problems of directing, stage design, scene construction, lighting, costume, and make-up. Each student is required to make a production book applying the principles of production to the one-act play. Laboratory exercises in directing. Each student directs a one-act play. Throughout the year members of the class are assigned to responsible positions for public productions thus receiving practical training in stage management, lighting, and costume. Prerequisite, course 31, Fundamentals of Speech.

*Two lectures and one two-hour laboratory period per week, both semesters.*

*Three credits each semester*

43-44—INDIVIDUAL INSTRUCTION FOR ADVANCED STUDENTS. Private lessons, for seniors who expect to major in Speech. Open to others by special permission. Advanced interpretation, characterization, preparation of recital material. Not more than a total of four credits will be granted for work in this course.

*Two half-hour lessons and a minimum of five hours per week spent in study and practice, either semester. Two credits each semester.*

PLAY PRODUCTION LABORATORY: A group limited to twelve students who meet with the Play Production Class for exercises in Acting the first semester, and in Directing the second semester. This group participates in the Christmas and Easter Plays, as well as the student directed one-acts. Any student may apply to the director for membership in this class.

*One evening meeting per week.*

*No credit.*





LANGUAGE AND LITERATURE  
ENGLISH

Effort is made throughout the courses in English composition and literature to realize a two-fold aim: to enable the student to organize and express her thoughts with accuracy and effectiveness, and to cultivate an appreciative understanding of our rich literary heritage, and its relations to the problems of modern life. Organization of courses is planned to meet the requirements of the universities for foundation courses in composition and literature.

11-12—AMERICAN LITERATURE. A study of American writing from the settlement of the colonies to the present time. The work is done from an outline, and serves as an introduction to the more competent use of the Library. There is much reading outside of class. In addition to the literature, there is continued work in grammar and composition, with emphasis on punctuation, spelling, sentence structure, and précis writing.

*Five hours per week, both semesters. Four credits each semester.*

21-22—SURVEY OF ENGLISH LITERATURE. A survey of English literature from the Anglo-Saxon period to the present day. Frequent brief themes on topics related to the readings. Oral and written reports. A review of the principles of grammar and sentence structure is conducted, with special attention to the weaknesses of the individual student.

*Four hours per week, both semesters. Four credits each semester.*

31-32—COMPOSITION. The purpose of the course is to develop in the student the power and habit of effective writing. In the first semester the study and practice of the simpler forms of exposition lead gradually to analysis of longer expository essays, with opportunity to construct original compositions and to organize an investigative theme. In the second semester attention is given to simple problems of description and narration. Throughout the course the student is introduced to literary models, drawn from contemporary as well as classic literature, which illustrate the principles under discussion and tend to increase literary appreciation. Six book reports. Frequent individual conferences. Required of all juniors.

*Three hours per week, both semesters. Three credits each semester.*

41-42—SURVEY OF LITERATURE. A survey course in literature organized according to types. While emphasis is placed upon English literature, opportunity is also given for the comparative study of world masterpieces, especially in the field of the epic and drama, where need is felt for wider cultural perspective. Elective, open to juniors and seniors.

*Three hours per week, both semesters. Three credits each semester.*

43—THE ENGLISH ROMANTIC MOVEMENT. The beginnings of English romanticism in the eighteenth century will be traced briefly, followed by an intensive study of the poetry of Wordsworth, Coleridge, Shelley and Keats. Elective, open to seniors.

*Three hours per week, first semester.*

*Three credits.*

44—THE VICTORIAN ERA. This course will include a study of the social and ethical ideals of the period from 1832 to the end of the century, as they are reflected in the poetry of Browning, Tennyson, Arnold and the Pre-Raphaelites. Elective, open to seniors.

*Three hours per week, second semester.*

*Three credits.*

45—ADVANCED COMPOSITION. A course in creative prose writing for seniors who have shown special aptitude for original work. Methods of descriptive and narrative writing are studied through analysis of classic and contemporary prose models. Frequent individual conferences.

*Two hours per week, first semester.*

*Two credits.*

46—ADVANCED COMPOSITION. A continuation of course 45, with emphasis on the study and writing of the short story. Individual problems in contemporary literature are assigned for special study. Opportunity is given the student to cultivate her own tastes and interests in creative writing. Open only to those who have taken course 45.

*Two hours per week, second semester.*

*Two credits.*



## LATIN

The teaching of Latin in the Junior College aims at an increased ability to read the language understandingly and with some ease. Regular concentrated grammar review allows ample time for collateral reading in literature and history. An attempt is made to develop literary appreciation in a foreign language.

11-12—CICERO. Reading from the *Orations* of Catiline, Pompey, Archias, excerpts from Verres, selected *Letters*. A study is made of republican Rome, its social and political institutions, and Cicero as the product of this complex society. Writing of more difficult Latin with Cicero as a model.

*Four hours per week, both semesters. Four credits each semester.*

21-22—VERGIL. Reading of *Aeneid* I-VI. Definite emphasis is placed upon the sympathetic reading of the great epic as well as upon an appreciation of the elements which constitute its greatness. Study of the Augustan Age at Rome. Mythology. Collateral reading in Homer and Dante.

*Four hours per week, both semesters. Four credits each semester.*

31-32—CICERO, LIVY, TERENCE. In the *De Senectute* Cicero appeals to the student in an entirely new and delightful field, informal philosophy. Livy furnishes an introduction to the poetical Augustan prose, and gives the student a naive and dramatic account of Rome's early history. Terence's comedy shows the lighter side of Roman literature and is a splendid example of polished colloquial style. This course will be offered providing there are sufficient registrations.

*Three hours per week, both semesters. Three credits each semester.*

41-42—HORACE, TACITUS. Horace's *Odes* are the best known and most loved, if not the greatest, poetry Rome produced. Tacitus' *Agricola* returns the student to the regular Latin prose style.

*Three hours per week, both semesters. Three credits each semester.*

## MODERN LANGUAGES

The general aim of the courses in modern language is, through intensive study of the fundamentals of grammar and of correct pronunciation, to develop the ability to write and speak the simple idiomatic language, to understand it when heard, and to read graded material both intensively and for content. An endeavor is made in all classes to develop in the student an interest in, and a better understanding of, the real spirit, life, and ideals of the nation through its language. Courses 11-12, 21-22 in both French and Latin satisfy minimum university entrance requirements in languages.

## FRENCH

11-12—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

*Four hours per week, both semesters. Four credits each semester.*

21-22—INTERMEDIATE FRENCH. Grammar, review, dictation, oral work, themes. Reading of novel, history, play. Outside reading. Prerequisite, French 11-12, or equivalent.

*Four hours per week, both semesters. Four credits each semester.*

23-24—OUTLINE OF FRENCH LITERATURE. Outside reading for content. Oral reports. Grammar review with verb exercises. Prerequisite, French 11-12 and 21-22, or equivalent.

*Four hours per week, both semesters. Four credits each semester.*

31-32—ELEMENTARY FRENCH. A rapid course for advanced students who have not previously studied French. Phonetics, dictation, oral work. Fundamentals of grammar. Simple compositions, and readings on French heroes, history, and people. Open only to students in the upper division.

*Four hours per week, both semesters. Four credits each semester.*

33-34—ADVANCED FRENCH. Grammar review, short stories, conversation, outside reading, history, themes. Prerequisite, French 31-32, or the equivalent.

*Three hours per week, both semesters. Three credits each semester.*

41-42—FRENCH LITERATURE SURVEY. Illustrative readings. Grammar review, verb drills and exercises. Outside reading and reports. Prerequisite, French 31-34, or the equivalent.

*Three hours per week, both semesters. Three credits each semester.*



## GERMAN

31-32—ELEMENTARY GERMAN. A rapid course for advanced students who have not previously studied German. Study of the foundations of grammar, drill in pronunciation, practice in writing and speaking and reading of simple prose and poetry. About fifty pages of supplementary reading are required in the second semester. Systematic work in translation for comprehension is emphasized.

*Four hours per week, both semesters. Four credits each semester.*

33-34—ADVANCED GERMAN. A thorough review of grammar; practice in composition based on material previously studied in texts. Aural comprehension and aural practice; vocabulary and the more common idioms. Reading of modern stories and plays. Extensive reading objective, about 500 pages. Prerequisite, German 31-32, or equivalent.

*Three hours per week, both semesters. Three credits each semester.*

## LIBRARY SCIENCE

Junior college students in the Upper Division who are interested in Librarianship as a profession are advised to select courses which will provide them with the necessary breadth of background. Most professional schools now require three or four years in approved liberal arts colleges for entrance. In the general college work which precedes the specialized library course, the student is urged to plan her course so as to acquire a good background in literature, American, English, and foreign; a working knowledge of both French and German; an introduction to the social sciences, economics, sociology, and history; a sufficient acquaintance with the sciences to enable her to read intelligently in those subjects. In special libraries and departmentalized public libraries there is also opportunity for those who have specialized in music, art, and education. Ability to use the typewriter is a great asset.

A limited number of students who are particularly interested, may secure library experience by assisting an hour a day during their senior year.

The specific courses suggested below meet these general requirements. Variations in this program, designed to meet the interests of individual students, can readily be made.

# LANGUAGE AND LITERATURE

## SUGGESTED COURSE IN LIBRARIANSHIP

### JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 31 .....	3	English 32 .....	3
French 31 or 33 .....	3 or 4	French 32 or 34 .....	3 or 4
History 31 or 33 .....	3	History 32 or 34 .....	3
*Chemistry 31 .....	4	Chemistry 32 .....	4
Elective .....	2	Library Science 32 .....	2
Library Science 31 .....	0		

\* Biology or Mathematics may replace Chemistry.

### SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 41 .....	3	English 42 .....	3
French 33 or 41 .....	3	French 34 or 42 .....	3
Psychology 41 .....	3	Sociology 42 .....	3
Economics 41 .....	3	Electives .....	6
Elective .....	3		

Suggested Electives: A course in Lettering is of value in the preparation of library posters; Art history or music appreciation would provide a better understanding of the arts; or the second modern language, German, might be started at this time.

31—LIBRARY SCIENCE I. An introductory course for all Junior College students. Aim: to make students self-reliant and capable users of the resources of the library, for both leisure and required reading. The work consists of lectures on the arrangement of books and the function of the library, together with practical problems on the use of the card catalog, encyclopedias and general reference books (including periodical indexes), with some practice in bibliography.

*Two hours per week until proficient.*

*No credit.*

32—LIBRARY SCIENCE II. A library course intended primarily for those who wish to make librarianship a profession. Special work in library tools and methods.

*One hour lecture, class problems, and two hours practice work per week.*

*Two credits.*



## PHYSICAL SCIENCE AND MATHEMATICS

## ASTRONOMY

43—DESCRIPTIVE ASTRONOMY. A descriptive and cultural course dealing with the principles of the science of astronomy. Non-mathematical approach. Includes the motion of the earth relative to the stars, the characteristics of the sun, stars, and nebulae, and the structure of the universe. Open to all seniors and to juniors upon approval by the instructor.

*Three hours per week, first semester.*

*Three credits.*

## CHEMISTRY

31-32—GENERAL CHEMISTRY. Principles and non-metallic elements. Metals and qualitative analysis. An introduction to chemistry. A study of fundamental principles, of characteristic chemical elements, of compounds important technically or of interest in daily life. The course aims to develop an understanding of the laws of physical science, and of the chemical phenomena in nature and in modern environment, and to bring about an appreciation of the contributions of science to the age in which we live, and to acquaint the student with "the scientific attitude." General Chemistry is prerequisite to specialization in home economics, nursing, medicine or any of the sciences. It is also of practical and cultural value to students interested in acquiring a general education. High school physics and two years of high school mathematics are desirable prerequisites. Open to juniors and seniors. Continuous throughout the year.

*Two class meetings and three two-hour laboratory meetings per week, both semesters.*

*Four credits each semester.*

41—ORGANIC CHEMISTRY. An introductory course which aims to acquaint the student with the fundamental principles of organic chemistry and with its application. Prerequisite, Chemistry 31-32. Open to seniors.

*Two class meetings and three two-hour laboratory periods per week, first semester.*

*Four credits.*

## PHYSICS

21-22—ELEMENTARY PHYSICS. A course aiming to offer to the student explanations of common phenomena in daily life, and an understanding of the laws which control these, and to acquaint the student with scientific method. Although the mathematical side of the subject is not neglected, emphasis is laid upon the applications of the principles of physics in modern environment. Prerequisite, two years of high school mathematics. Elective for freshmen and sophomores.

*Three class meetings and two two-hour laboratory periods per week, both semesters.*

*Four credits.*



## MATHEMATICS

The courses in mathematics aim to prepare the student for advanced study in mathematics, for the teaching of mathematics in secondary schools, for more efficient work in the various fields of business, finance, statistics, science, art, and engineering, and to develop a method of thinking and solving problems that will be useful in daily life.

11-12—PLANE GEOMETRY. A study of straight-line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

*Four hours per week, both semesters. Four credits each semester.*

13—ADVANCED ALGEBRA. A review of first-year algebra, factoring, quadratic equations, simultaneous equations, exponents, radicals, progressions, binomial theorem, determinants, the trigonometry of a right triangle.

*Four hours per week, first semester. Four credits.*

14—MODERN BUSINESS PROCEDURES. The purpose of this course is to develop in the student the ability to understand and appreciate the use and value of mathematics in the business world and in daily life. Special topics considered are percentage and its applications; trade and commercial discounts; the work of the modern bank, including the clearing house; the practice of thrift; methods of investing money; the stock exchange, life insurance and annuities; taxes and revenues; and business relations with foreign countries. Open to freshmen and sophomores.

*Four hours per week, second semester. Four credits.*

22—SOLID GEOMETRY. Lines, planes, and angles in space, a study of polyhedrons, cylinders, cones, and spheres with computation of their surfaces and volumes.

*Four hours per week, second semester. Four credits.*

31—COLLEGE ALGEBRA. A study of variables, functions, theory of equations, binomial theorem, progressions, logarithms, permutations, combinations, partial fractions, determinants, and series.

*Three hours per week, first semester. Three credits.*

32—TRIGONOMETRY. Trigonometric functions of angles, reduction formulas, fundamental identities, radian measure, inverse functions, equations, and the solution of triangles.

*Three hours per week, second semester. Three credits.*

41—ANALYTIC GEOMETRY. Geometry of a straight line, circle, parabola, ellipse and hyperbola. Transformation of coordinates, tangents, and polars of conics, polar coordinates, problems on loci and curve tracing. Offered only if sufficient number of students register.

*Three hours per week, first semester. Three credits.*

42—DIFFERENTIAL CALCULUS. A study of the theory of limits, derivation of formulas for differentiation with application, maxima and minima values of functions, differentials, curvature, partial differentiation, series, and expansion functions. Offered only if sufficient number of students register.

*Three hours per week, second semester. Three credits.*



## SECRETARIAL STUDIES

Secretarial training is an asset to any student. It may be a most useful entering wedge to a desired position or it may develop into a vocation itself, depending on the fundamental interests and abilities of the possessor.

Lower division students receive credit for shorthand and typing. For students who aim at secretarial proficiency courses Stenography 1-12 and Typing 21-22 should be taken at the same time.

Upper division students may register for the courses in typing and shorthand, but they will not receive college credit for the work. Under these conditions the course is considered a standard one and not an extra and the same requirements as to preparation, examinations, and grade will be rigidly maintained.

Upper division students who have had some training in typing may take the advanced course, Typing and Stenography 23-24. This course offers opportunity to begin stenography and to develop increasing ability in the use of the typewriter in office practice.

The following courses are suggested, affording the cultural background necessary for a private secretary together with some experience in office practice. Opportunity is offered to a limited number of students to get experience in office work of various kinds.

## SUGGESTED COURSE FOR UPPER DIVISION

## JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Composition 31 .....	3	English Composition 32 .....	3
Foreign Language .....	3	Foreign Language .....	3
Science .....	4	Science .....	4
History 31, 33 .....	3	History 32, 34 .....	3
Elective .....	3	Elective .....	3
Advanced Typing and Stenography	0	Advanced Typing and Stenography	0

## SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 41 .....	3	English 42 .....	3
Foreign Language .....	3	Foreign Language .....	3
Psychology 41 .....	3	Education 42 .....	3
Economics 41 .....	3	Sociology 42 .....	3
Elective .....	3	Elective .....	3

Suggested Electives: Speech, Mathematics, Library Science, Art, Music. Science may be either Biology or Chemistry. Foreign language may be either German or French.

## STENOGRAPHY AND TYPEWRITING

11-12—ELEMENTARY STENOGRAPHY. This course embraces the fundamental principles of the Gregg system of shorthand, with special emphasis upon brief forms and construction, phrase-writing, accuracy tests, and letter-writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken concurrently with Typewriting 21-22. Practice work of a thoroughly graded type and aimed at individual needs and problems is assigned as a daily feature of the work. Additional practice and tests upon the basis of the assignment are introduced into the class work.

*Four hours per week, both semesters. Four credits each semester.*

21-22—ELEMENTARY TYPEWRITING. A course designed to instruct and drill the student in the technic of typewriting and the details of form and arrangement of transcript. Includes a study of the several parts of the machine; mastery of the keyboard by touch; tests and drills for speed and accuracy. The materials used are literary articles, business letters, telegrams, rough drafts, articles of agreement, certificates of incorporation, wills, and other legal forms.

*Four class meetings and four one-hour practice periods per week, both semesters. Four credits each semester.*

23-24—ADVANCED STENOGRAPHY AND TYPEWRITING. The object of this course is to increase speed in taking dictation and transcribing short-hand notes on the typewriter. A portion of the time is given to a study of secretarial duties and office practice. Assigned work consists of practice in phrasing in stenography, transcription of dictation, preparation of assigned letters, and other related features. Tests upon certain portions of the assigned work are frequently given and material prepared out of class is strictly graded.

*Four hours per week. Four credits each semester.*



## SOCIAL SCIENCES

The aim of the social sciences is to give the student perspective and to prevent her submergence by the details of the knowledge of the world in which she lives. The background for an intelligent understanding of things as they are is to be found in the history of the past. Other courses are concerned primarily with the impact of forces generally known as the industrial revolution on economic, social and political institutions. Eventually it is hoped that the student will have an appreciation of the major social problems of the present day and not only will be eager to receive the rich heritage of the race but will also be enabled to contribute to its enrichment.

## GEOGRAPHY

22—HUMAN GEOGRAPHY. A survey of the distribution and characteristics of the elements of the natural environment (climate, land forms, soils, surface and ground water, natural vegetation and mineral deposits) with particular reference to the relation of the natural environment to the history and economic life of man.

*Four hours per week, second semester.*

*Four credits.*

## HISTORY

11-12—MODERN EUROPEAN HISTORY. An elementary course for lower division students. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period are studied. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War. Not given in 1936-37.

*Four hours per week, both semesters. Four credits each semester.*

21-22—HISTORY OF THE UNITED STATES. Survey of the colonial period, with emphasis upon American ideals and institutions. The new government and its founders; westward expansion; economic and political problems; the United States as a world power; the World War. Open to freshmen and sophomores.

*Four hours per week, both semesters. Four credits each semester.*

23—CIVICS. The forms and functions of government are studied with emphasis on such modern problems as international policies, trade, taxation, immigration. This course aims to prepare the student for intelligent voting. Open to freshmen. Required of all sophomores.

*Four hours per week, first semester.*

*Four credits.*

31-32—MODERN EUROPEAN HISTORY. A study of the history of Europe from the sixteenth century to the present. Rivalry for colonial possessions; constitutionalism in England; the French Revolution; reconstruction and reaction in the first half of the nineteenth century; colonial development and expansion; imperialism and democracy; industrial revolution; modern European powers, their conflicting interests at home and abroad; the World War, the world settlement, and the disarmament conference. Collateral reading and special reports; map work. Either half of the course may be elected.

*Three hours per week, both semesters. Three credits each semester.*

33-34—ENGLISH HISTORY. A study of English history from the Roman occupation through the World War. Political, social, religious, and economic elements in the growth of the English people. England's colonial development and imperial problems; her advance as a world power; alliances and ententes; the World War and post-war problems. Parallel readings, individual research studies, map work. Either half of the course may be elected.

*Three hours per week, both semesters. Three credits each semester.*

35—HISTORY OF RELIGION. A survey of the beginnings of religion, the historical development and significance of the great religions of modern times and an attempt at a critical analysis of the social contributions of each.

*Two hours per week, first semester.*

*Two credits.*

36—HISTORY OF NEW TESTAMENT TIMES. A historical study of the life of Jesus with the aim of giving a thorough acquaintance with sources of information, geographical and chronological data, the world in which Jesus lived, his teachings, work, and conception of mission, as furnished by the synoptic gospels. A brief survey of the development of the early church receives attention.

*Two hours per week, second semester.*

*Two credits.*

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

*Three hours per week, both semesters. Three credits each semester.*



## PSYCHOLOGY

41—GENERAL PSYCHOLOGY. A general survey of the facts of mental life with special attention to the problem of learning. A series of ten simple experiments serve to introduce the student to the scientific aspects of the subject.

*Three hours per week, first semester.*

*Three credits*

## ECONOMICS

41—GENERAL ECONOMICS. A course designed to orient the student in some of the fundamental economic principles and in the problems of modern economic society. Topics particularly stressed are the development of the present economic order and such characteristics of the present economic order as private property, reliance on free private enterprise and the profit motive, interdependence and specialization, prices, financial control, and world markets.

*Three hours per week, second semester.*

*Three credits*

## SOCIOLOGY

42—INTRODUCTORY SOCIOLOGY. This course is a study of the present social order in contrast to the social order which it is in process of displacing, i.e. the pre-industrial social order. It includes such topics as population, the technological base, man and his environment, man's social heritage, social groups and institutions in modern society, racial and cultural diversity, human nature, and the various problems arising from social change.

*Three hours per week, first semester.*

*Three credits*

## EDUCATION

Students who complete the courses in education and fulfill other requirements will be recommended for the Illinois Limited Elementary School Certificate, which permits teaching in any of the first ten grades. Recommendation for the appropriate certificate in other states will be made also.

To obtain the certificate which is valid for four years of teaching or supervision, it is necessary to complete sixty semester hours of work in the upper division, as follows:

Courses	Credits
English .....	6
Mathematics or Natural Science.....	6
History or Social Science.....	6
Introduction to Education 42.....	3
Psychology 41 .....	3
Practice Teaching 43, 44 .....	5
Electives, which may include Free-hand Drawing, Speech, Ear-training, Extemporaneous Speaking, and Introduction to the Arts.....	31
Total, .....	60

## SOCIAL SCIENCES

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42—INTRODUCTION TO EDUCATION. A brief summary of the history of education in America followed by a study of the main phases of its development. In addition, attention is given to problems of instruction and school organization.

*Three hours per week, second semester.*

*Three credits.*

43—PRACTICE IN TEACHING. An introduction to the practical problems of classroom teaching. Organization, routine, schoolroom hygiene, discipline, lesson types, the assignment, methods of teaching, and similar topics will be studied. Frequent observations in schoolroom conditions and procedures are made by means of detailed observation outlines. This course is prerequisite to course 42, Practice Teaching.

*Two hours per week, first semester.*

*Two credits.*

44—PRACTICE IN TEACHING. A systematically arranged procedure in the acquisition of experience in teaching. By agreement with the Mount Carroll and Savanna Public Schools, prospective teachers enter classrooms where instruction is being carried on by experienced teachers. Observation of various types of teaching procedures will be followed by supervised participation in phases of the classroom program of instruction and this in turn followed by assumption of complete responsibility for the recitation. Quizzes and discussions follow each phase of acquired experience.

*Three hours per week, second semester.*

*Three credits.*



## THE PREPARATORY SCHOOL

## PURPOSE

This division of the School consists of the ninth and tenth high school grades. The aim is to provide the highest type of instruction in these pre-junior college years so as to make adequate preparation for the broader range of studies that are there available. All instructors are of junior college grade, no distinction being made in the provision of instruction for students of either group.

In recognition of the characteristic needs of this group special provision is made in residence hall, class, and social organization to secure the optimal development of each individual. At the same time free association with older students whose qualities of leadership are more completely developed is provided.

## ADMISSION

Students who have completed the eighth grade of the elementary school or two years of the junior high school may be admitted without examination. Evidence of the amount and quality of work done as certified by the principal of the school last attended is a condition of entrance. On account of the rule requiring small classes students who are irregular in their preparation may be admitted providing their irregularity has been caused by conditions which are remediable.

## MARKING SYSTEM

The system of grading students is identical with that used in the junior college. See page 27.

## GENERAL RULES

Rules and regulations of a general nature which are described in the junior college section of the catalogue apply also to Preparatory School students. In addition certain regulations apply only to Preparatory School students.

## EXPENSES

A registration fee of ten dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded providing notification reaches the School before August 1 and January 1 of the first and second semesters, respectively.

Tuition and living, including board, room, and laundry,	
for the year .....	\$675.00
Tuition for day students.....	160.00

# TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. All accounts of whatever nature must be settled in full before the final examinations at the close of each semester, January 28, 1937, and June 2, 1937, for the fall and spring semesters, respectively. Students who enter for the first time at the beginning of the second semester will pay at the rate of three hundred and seventy-five dollars.

The annual fee of \$675 includes all expenses ordinarily regarded as extra. For a description of what is included see page 30.

## HOUSE STUDENTS

Due on or before September 16, 1936,	
For the first semester .....	\$400.00
<i>The ten dollars registration fee will be credited on this payment.</i>	
Due January 1, 1937, and payable not later than February 2,	
For the second semester .....	\$275.00

## DAY STUDENTS

Due on or before September 16, 1936,	
For the first semester .....	\$80.00
Due January 1, 1937, and payable not later than February 2,	
For the second semester .....	\$80.00

Rooms in the living halls are commonly designed to accommodate two students. Single rooms, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single occupancy.



## COURSE OF STUDY

*Definition of Terms*

The unit of measurement is the high school unit. A unit signifies the amount of credit given when a class in a given subject meets five times per week for a year of thirty-six weeks, each class meeting extending over a period of fifty minutes. A student normally studies four subjects and earns four units per year.

*Numbering of Courses*

Courses are numbered from 1 to 10. An odd number signifies that the course is taught in the first semester; an even number signifies that it is taught in the second semester.

## ENGLISH

The objective of the Preparatory School English course is to cultivate a love of good literature and to encourage the habit of reading with discrimination. Emphasis is placed also upon a correct foundation in structure, punctuation, sentence form, and paragraphing. Standardized tests in literature, composition, and grammar, are given from time to time.

1-2—FIRST-YEAR ENGLISH. A large number of selections are studied in class, and much reading outside of class is encouraged. The reading of one biography and one book of travel is required each semester. Drill work is given in grammar, punctuation, spelling, and sentence structure. Themes are written at least once a week. Required of all first-year students.

*Daily, both semesters.*

*One-half unit each semester.*

3-4—SECOND-YEAR ENGLISH. A continuation of the First-Year work, including study of selections in class, much reading outside of class, and more advanced work in grammar, punctuation, and sentence structure. Themes are written at least once a week. The study of mythology is made as a preparation for subsequent work in literature. Required of all second-year students.

*Daily, both semesters.*

*One-half unit each semester.*

## LATIN

The preparatory school course is planned to develop in the student the mastery of forms and a concise method of attack which makes for the accurate translation and intelligent understanding of the classics.

The first two years are taken by many students who do not continue in the subject. For this reason Latin I and II are arranged so as to form



## AND PREPARATORY SCHOOL

a well-rounded unit in themselves. The aims are: first, to give the student a grasp of the principles of grammar and language structure which will be practical in all subsequent language study; second, to increase the student's ability to understand and appreciate her own language. This is accomplished through the constant use of grammatical parallels, and emphasis on derivation and the important place of the classics in English literature; third, to help the student gain a familiarity with the men, ideas, and ideals of one of the world's great civilizations. Courses 1-2, 3-4 satisfy minimum university entrance requirements in foreign languages.

1-2—ELEMENTARY LATIN. Thorough training on forms. Mastery of simple rules of syntax. Reading of large amount of simple graded materials such as myths, plays, and stories of Roman life to give practice in applying grammatical principles. Writing of easy Latin.

*Daily, both semesters.*

*One-half unit each semester.*

3-4—CAESAR. Brief review of elementary forms of syntax. Thorough drill on subjunctives. Intensive reading of more difficult Latin preparatory to Caesar. Selection from Caesar's Gallic Wars. Writing of Latin based on text. Collateral reading and reports.

*Daily, both semesters.*

*One-half unit each semester.*

### FRENCH

1-2—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to attempt to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

*Daily, both semesters.*

*One-half unit each semester.*

### MATHEMATICS

1-2—FIRST-YEAR ALGEBRA. This course includes positive and negative numbers, graphs, fundamental operations, linear equations, products, factoring, fractions, fractional equations, simultaneous equations, quadratic equations, verbal problems, ratio and proportion.

*Daily, both semesters.*

*One-half unit each semester.*

3-4—PLANE GEOMETRY. A study of straight line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

*Daily, both semesters.*

*One-half unit each semester.*

### HISTORY

1—ANCIENT HISTORY. A brief consideration of pre-historic life and a study of Greek and Roman life, with two aims: first, that of understanding what history is; and second, to obtain a knowledge of the contributions of ancient peoples to the peoples of western civilization.

*Daily, first semester.*

*One-half unit.*



2—MEDIEVAL CIVILIZATION. A survey of medieval life to the period of Louis XIV, with studies of such customs, institutions and personalities as will throw light on the development of modern institutions.

*Daily, second semester.*

*One-half unit.*

3-4—MODERN EUROPEAN HISTORY. An elementary course. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War. Not given in 1936-37.

*Daily, both semesters.*

*One-half unit each semester.*

## SCIENCE

1-2—PHYSIOLOGY AND HYGIENE. The aim of the course is to give a general knowledge of the structure and hygiene of the body. It includes a study of the digestive, circulatory, respiratory, and nervous systems. Four recitation periods and one laboratory period per week. Continuous throughout the year.

*Daily, both semesters.*

*One-half unit each semester.*

## HOME ECONOMICS

1—COOKING. Study of the classes of foods and their relation to health; preparation of food; meal planning and serving; experimental problems illustrating the underlying principles of cookery. Offered only if sufficient number register.

*Two class periods and three two-hour laboratory periods per week, first semester.*

*One-half unit.*

2—SEWING. Study and application of the fundamental processes in garment construction; use of sewing machine; elementary study of textile fibers and fabrics with relation to wearing quality. Offered only if sufficient number register.

*Two class periods and three two-hour laboratory periods per week, second semester.*

*One-half unit.*

## PIANO

1-2—ELEMENTARY PIANO I. Foundation work; Gurlitt, Opus 22, Bk. I; Berens, Opus 70; Bertini, Opus 166; Loeschorn, Opus 65, Bk. I; Krause, Opus 25; and additional elementary pieces.

*Two half-hour lessons and five hours practice per week.*

*One-quarter unit each semester.*

## AND PREPARATORY SCHOOL

3-4—ELEMENTARY PIANO II. Lemoine, Opus 37; Loeschorn, Opus 65, Bk. II; Divernoy, The School of Mechanism; Kunz, Two-Part Canons; easy pieces; technic.

*Two half-hour lessons and five hours practice per week.*

*One-quarter unit each semester.*

### VOICE

1-2—ELEMENTARY VOICE I. A study of the fundamentals of breath control and correct tone development. Major and minor scales, arpeggios, phrasing and enunciation. Studies are selected from Concone, Sieber and others.

*One class meeting per week.*

*One-quarter unit each semester.*

3-4—ELEMENTARY VOICE II. Further attention is given to tone development and breathing. Vocalises from Vaccai, Panofka, Marchesi. Simple songs are chosen from classical and modern composers.

*One class meeting per week.*

*One-quarter unit each semester.*

### ART

1-2—GRAPHIC ARTS. In the beginning course the purpose is to develop close observation and ease in handling materials through a study of casts, interesting arrangements of still-life objects and pose sketching. Mediums are charcoal, pencil, colored crayons, pen and ink. There is practice in lettering to develop skill in drawing single stroke and more complex alphabets. Principles of perspective are applied to drawings. Instruction is given in the correct use of drafting instruments. Rules for dimensioning with applications to working drawings. All drawing and lettering is done during the regular studio time. History of Art lectures on Classic, Medieval and Renaissance Art are given one period each week; notebooks and outside readings are required.

*One class meeting and four two-hour studio periods per week, both semesters.*

*One-half unit each semester.*

### PHYSICAL EDUCATION

1-2—PHYSICAL EDUCATION. Required of all first-year students.

*Four periods per week, both semesters. One-quarter unit for the year.*

3-4—PHYSICAL EDUCATION. Required of all second-year students.

*Four periods per week, both semesters. One-quarter unit for the year.*



## STUDENT REGULATIONS

*Residence halls*—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the residence halls. Students living on the campus avoid many distractions, come into close contact with the life of the School, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

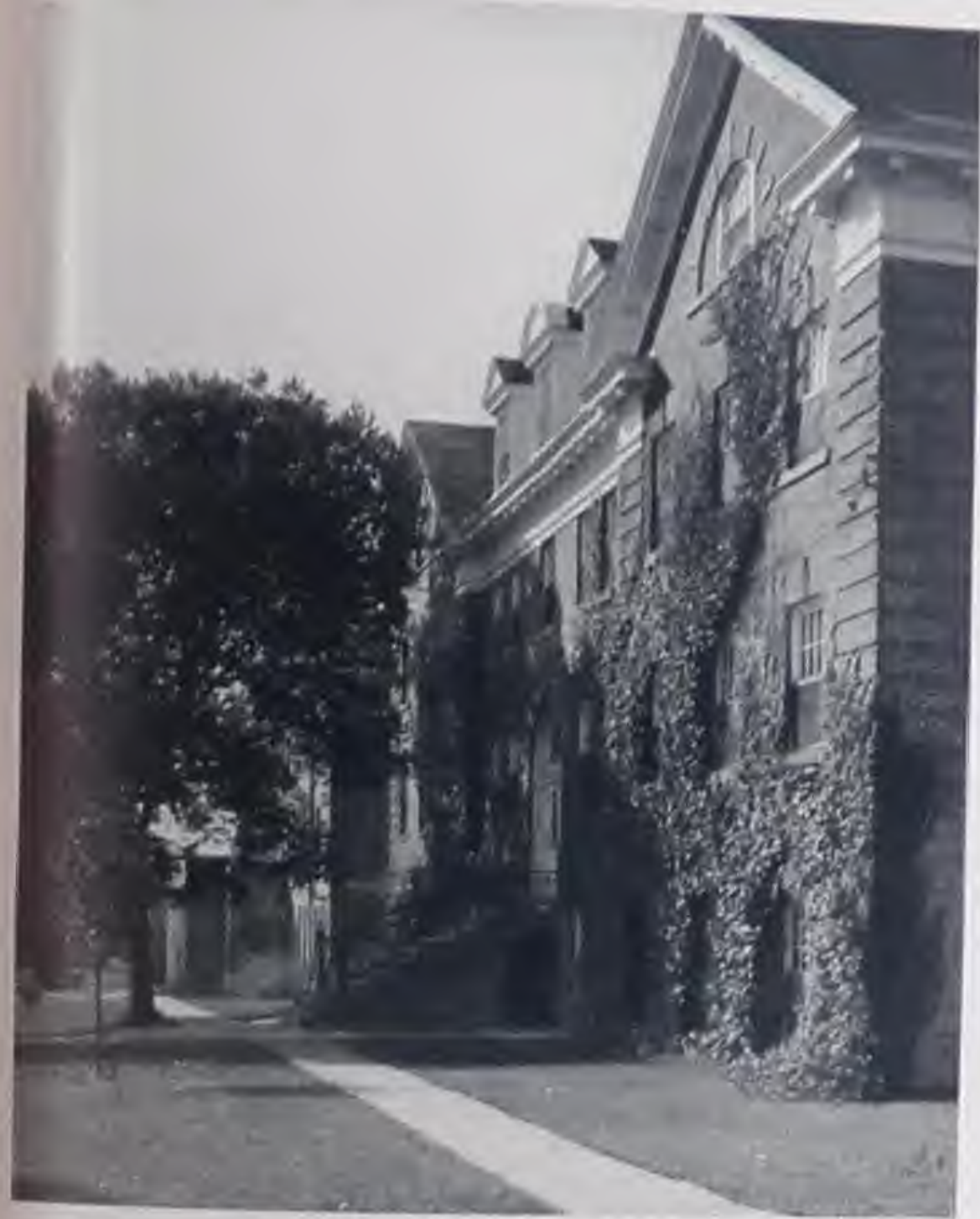
Rules for house students are furnished on entrance. In general, they provide for such order and behavior as would be expected in a cultured home. The students in the Junior College have student government under a constitution adopted by themselves and approved by the Faculty. Preparatory School pupils are free within the boundaries of the campus in recreation hours.

The rooms are designed to be occupied by two students. An extra charge of thirty dollars each semester is made for a single room. All rooms are furnished with single beds (3 feet x 6 feet 3 inches), pillows (20 inches wide), chairs, study tables, chest of drawers, and window shades. The windows are 6 x 4 feet; the tops of the chests of drawers, 38 x 19 inches. Students furnish rugs (if desired), bedding including a mattress pad, curtains, towels, six napkins (18 inches square) and napkin ring, cup, fork, and spoon (for use at spreads and picnics). It is also recommended that they provide themselves with a hot-water bottle, an umbrella, and heavy walking shoes.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by eight o'clock.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plates and irons are provided at convenient places.

*Dress*—Definite rules for dress are not prescribed, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing and shoes two standards be observed: suitability and simplicity. Students are expected to come supplied with suits and dresses which meet the requirements for general wear, sports, and social functions. For school wear, one-piece frocks of material suited to the season have been found satisfactory. A simple, but appropriate toilet for dinner is expected. Occasionally a semi-formal or dinner dress is needed; and for formal school functions, evening dress appropriate to the age of the student is essential. A white sports dress is needed at Commencement time and for initiations into organizations. The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For every day and for walking, plain, well-made sports oxfords with low or medium heels are best.



WEST HALL.





**Laundry**—Clothing which is to be sent to the laundry should be plain and should be marked by means of name tapes bearing the full name, not the initials only. These may be ordered through the business office at any time and the cost charged to the student's book-store account. The name tapes will be sent directly to the student's home or to the school, as requested. Laundry rates are considerably below commercial charges. A weekly allowance of sixty cents is granted each student. An amount of laundry in excess of this will be charged to the student's book-store account.

**Absences**—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean on written request of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean and in ample time for correspondence. Frequent absences interfere with the studies and health of the student concerned and also disturb the work of other students, seriously diminishing the efficiency of the instructors.

**Guests**—Parents who come to inspect the College, or who bring their daughters, are particularly welcome. A moderate charge is made for meals and lodging. When notified in advance, arrangements will be made for the entertainment of friends of students in the village not to exceed three days at one time. Students are not excused from any regular school duty on account of guests.

**Allowances**—Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. Banking facilities are furnished by the business office for the benefit of student depositors.

**Telephones**—The use of the telephone is restricted, in the interest of students. All conversations are limited to parents and confined to recreation hours. Communication by telephone or telegraph is subject to approval by the Dean.

**Express and telegrams**—All express and telegrams should be sent in care of the School and should be prepaid to avoid delay.

**Permissions**—Special requests for permissions of any kind should come from the parent to the Dean direct, not through the student. Until written request has been made to the Dean and direct answer has been received, parents should not consent to requests by pupils, involving suspension of School regulations.

**Secret societies**—All secret societies are forbidden.



## CALENDAR OF EVENTS

1935-36

- Sept. 16 Miss Hostetter and Mrs. Burton gave a luncheon for the officers of the Student Council and the Christian Service League.
- Sept. 18 The Christian Service League was hostess at a tea on opening day to parents, students and faculty.
- Sept. 21 The Service League sponsored a reception for the new students.
- Sept. 22 Miss Hostetter spoke at the first Vespers service on the life of Mr. Shimer and the early days of the school.
- Sept. 28 The Student Council sponsored group picnics and a stunt party.
- Sept. 29 The Reverend Mr. Ernest Victor Kennan of the Greek Episcopal Church, Freeport, spoke on "Three Factors in Happiness."
- Oct. 5 Everybody joined a club.
- Oct. 6 The Christian Service League installed its new officers and presented plans for the year.
- Oct. 13 Mrs. Marguerite Harmon Bro of Chicago spoke in Vespers on her life in China. A large group of students met her informally in Town House after her talk.
- Oct. 19 Edgar Raine gave an illustrated talk on Alaska.
- Oct. 20 The Art Club was hostess at an exhibit of the work of three Northern Illinois artists in the Dickerson Gallery.  
The Reverend Mr. George NeSmith, pastor of the Methodist Church, Mount Carroll, spoke at Vespers.
- Oct. 26 The Freshman Class of the Junior College gave the Halloween Party.
- Oct. 27 Madame Scott and Elizabeth and Nancy Boldenweck, assisted by Jim Rockey at the stereopticon, talked about their summer's experience in Europe.
- Nov. 2 Raymund Koch, baritone, delighted us with his recital. He was accompanied by Sven Lekberg.
- Nov. 3 The Reverend Mr. Elmer, pastor of the Baptist Church, DeKalb, Illinois, spoke at Vespers on *The Worst and Best in Life*.
- Nov. 9 A rainy club night.
- Nov. 10 The choir of the St. John's Evangelical Church, Freeport, gave a choral concert and seemed to enjoy the informality of the supper in West Hall Lounge afterwards.  
Sunday afternoon, under the auspices of the Committee on Religious Education of the Christian Service League in the Dickerson Art Gallery, the public was invited to see an exhibit of facsimile pages from early Bibles and a collection of old Bibles, hymnals, and other religious books lent for the occasion by friends in Mount Carroll. The exhibit was in keeping with the 400th anniversary of the first English translation of the Bible.
- Nov. 16 The Swimming Meet was won by a narrow margin in the last event, a relay race, by the Academy.
- Nov. 17 Mr. Leo Schwing, assisted by Mrs. Schwing, gave the best violin recital of the year.
- Nov. 18 Colehour riding stables was the scene of the fall riding demonstration.
- Nov. 23 The Jitney Players with Ethel Barrymore Colt gave *The Rivals* in the Campus Theatre.
- Nov. 24 Dr. A. E. Peterson, General Superintendent of The Illinois Baptist State Convention, spoke on *Youth's Responsibility*.

# CALENDAR OF EVENTS

- Nov. 25 Phi Theta Kappa were guests of their sponsors at luncheon in Rockford followed by a visit to Madden House at Rockford College.
- Nov. 28 Thanksgiving day brought the usual round of festivities except that we had a play *Lilies of the Field* by Turner presented by the Dramatic Club in the evening.
- Nov. 30 The Thanksgiving Prom was sponsored by the Junior Class of the Junior College.
- Dec. 1 The Reverend Mr. John B. Hubbard of St. Mary's Episcopal Church of Park Ridge, spoke at Vespers on Youth Today, and met a group of students later in West Hall Lounge.
- Dec. 3 Lee Pattison, pianist, gave a recital.
- Dec. 4 Miss Will chaperoned a group of twenty students belonging to the Dramatic Club and speech classes to Chicago to see Katherine Cornell in *Romeo and Juliet*.
- Dec. 6 The Junior students in the Voice Department gave an informal recital in West Hall Lounge.
- Dec. 7 The Department of Music presented its advanced students in a recital.
- Dec. 8 Ruth Hildebrandt Fender read from Basil Streeter Aldrich's novel, *Spring Came on Forever*.
- Dec. 14 Clubs held their regular meetings.
- Dec. 11 The Dramatic Club and the Glee Club co-operated in giving *The Gift of the King*, a Christmas pageant.
- Dec. 16 The Christian Service League gave their annual Christmas party featuring old English Christmas songs and customs.
- Following are some of the events scheduled for the remainder of the year:
- Jan. 19 Harold A. Ehrensperger of Northwestern University, Lecturer on the Drama.
- Feb. 2 Recital by Dorothy Will.
- Feb. 13 Dramatic Club Vaudeville.
- Feb. 16 The Reverend Mr. J. W. McDonald of Kansas City.
- Feb. 22 The Junior College Sophomore Prom.
- Feb. 29 Swimming Meet.
- Mar. 14 Christian Service League Carnival.
- Mar. 21 Dramatic Club Play.
- Mar. 28 Final game in the Basketball Tournament.
- Mar. 29 Easter Program.
- April 18 A. M. Newens of Ithaca College, Ithaca, N. Y., in a dramatic reading *A Message from Mars*.
- April 21 Junior College Senior Prom.
- May 1 Joint recital by Mme. Scott and Mr. and Mrs. Leopold Schwing.
- May 9 Prep School Party.
- Members of Play Production Class present two one-act plays.
- May 10 The Reverend Mr. Charles Carman of the Church, Morgan Park.
- May 11 Founders Day Picnic.
- May 16 Members of Play Production Class present three one-act plays.
- May 17 The Reverend Mr. Douglas Horton of the United Church of Hyde Park, Chicago.
- May 24 The Reverend Mr. George D. Allison of the Wilmette Baptist Church will speak on *Religious and Social Idealism in Poetry*.
- May 28 May Fete and High School Night.
- June 6 Commencement Recital.
- June 7 Commencement Service.
- June 8 Eighty-fourth Annual Commencement.



FRANCES SHIMER ALUMNAE ASSOCIATION

Mount Carroll Branch

OFFICERS 1935-36

President .....	Florence Englebrecht Hostetter
Vice-President .....	Violet Spealman Frank
Secretary-Treasurer .....	Thelma Fox Homewood

EXECUTIVE COMMITTEE

Virginia Gsell	Grace Reynolds Squam
Mildred Mershon	Cordelia Hamilton
Katherine Rosenstock Wiler	

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DICKERSON ART GALLERY

ART COMMISSION MEMBERS, 1935-36

William E. Goodman	Kurt Schmidt
Wenonah Bell	A. Beth Hostetter
Ileen B. Campbell	Mary Catherine Marcrum
Mary Kathryn Hartsock	

# REGISTER OF STUDENTS

FOR THE YEAR 1935-36

GRADUATES, JUNE, 1935

## Upper Division

Helen Laurence Bannon	Morris, Illinois
Doris Buser	Mount Morris, Illinois
Gertrude Loucks Carter	Lanark, Illinois
Velda A. Daehler	Chadwick, Illinois
Dora Barbara Danaahon	Decatur, Illinois
Mary Verna Gleim	Arlington, Iowa
Grace K. Hoffman	Mount Carroll, Illinois
Elizabeth M. Kness	Audubon, Iowa
Emily Jane Mitchell	Romney, Indiana
Wilma H. Musselman	Lapeer, Michigan
Arlene Reasoner	Humboldt, Iowa
Coryl Mardelle Schumann	Chicago, Illinois
Elva Jane Seavey	Aurora, Illinois
Audrey E. Sharp	Savanna, Illinois
Josephine A. Southcomb	Morris, Illinois
Anna Louise Sprecher	Mount Carroll, Illinois
Nancy Jane Sprecher	Mount Carroll, Illinois
Alice R. Tracy	Oak Park, Illinois
Low Beulah Tucker	Winnetka, Illinois
Gertrude Marie Wilkinson	Berwyn, Illinois
Carol Williams	Albion, Nebraska
Gwendolen Muriel Williams	Green Bay, Wisconsin
Louise Warner	Dixon, Illinois

## Lower Division

Joyce Wyler Baltzer	Dakota, Illinois
Jayne Dreyer	Evanston, Illinois
Margaret Mary Ewald	Chicago, Illinois
Helen Jean Lambie	Hastings, Michigan
Dorothy L. Lemon	Pratt, Kansas
Mary Elizabeth Mitchell	Romney, Indiana
Marjorie O'Dea	Peoria, Illinois
Anne Rowland	Waterloo, Iowa
Doris Alletta Rue	Birmingham, Michigan
Helen Dorothy Smythe	Kenilworth, Illinois
Norma Jean Sorensen	Park Ridge, Illinois
Mary Kathryn Stout	Chicago, Illinois
Mabel Turner	Peoria, Illinois
Julia Ann Welch	Pleasant Ridge, Michigan
Florence Hickox Yard	Chicago, Illinois



## JUNIOR COLLEGE, 1935-36

## SENIOR CLASS

Behrens, Cristeen	Sterling, Illinois
Boldenweck, Elizabeth	Winnetka, Illinois
Bowen, Virginia	Savanna, Illinois
Bull, Alice	Birmingham, Michigan
Carstens, Dorothy	Ackley, Iowa
Cavanaugh, Elizabeth	Indianapolis, Indiana
Croghan, Virginia	Savanna, Illinois
Cushman, Katherine	Terre Haute, Indiana
Danashon, Mary	Decatur, Illinois
Epstein, Sadelle	Miles City, Montana
Fitzgerald, Louise	Hamilton, Montana
Hamilton, Alice	Mount Carroll, Illinois
Hempstead, Jane	Rochester, Minnesota
Hoak, Ruth	Chadwick, Illinois
Hutchins, Nancy	Midlothian, Illinois
Jackson, Betsy	Aberdeen, South Dakota
Klinker, Anna May	Denison, Iowa
Larson, Frances	Sioux City, Iowa
Lister, Marion	Savanna, Illinois
Marx, Frances	Carthage, Missouri
McNeil, Margaret	Monticello, Iowa
Mershon, Gwendolyn	Keithsburg, Illinois
Mershon, Jeannette	Mount Carroll, Illinois
Mills, Kathryn	Carthage, Missouri
Penticoff, Gladys	Evanston, Illinois
Petty, Suzetta	Mount Carroll, Illinois
Robbe, Isabelle	Mount Carroll, Illinois
Rogers, Mary Beth	Oak Park, Illinois
Schmidt, Erma	Savanna, Illinois
Selden, Isabel	Cedar Rapids, Iowa
Swingley, Helen	Mount Carroll, Illinois
Switzer, Veneta	Mount Carroll, Illinois
Ulen, Mary Elizabeth	Chicago, Illinois
Wilson, Ruth	Chicago, Illinois

## JUNIOR CLASS

Ahlwede, Florence	Chicago, Illinois
Babcock, Betty Jean	Escanaba, Michigan
Bannon, Ruth	Morris, Illinois
Beimdiek, Martha	Carthage, Missouri
Carr, Jane	Royal Oak, Michigan

# REGISTER OF STUDENTS

Clearwater, Hester	Oneida, Illinois
Day, Rosemary	Wilmette, Illinois
Dreyer, Jane	Evanston, Illinois
Ewald, Margaret	Chicago, Illinois
Falk, Lorraine	Chicago, Illinois
Feldman, Isabelle	Rochester, Minnesota
Fox, Helen V.	Lanark, Illinois
Freeman, Virginia	Goshen, Indiana
Gibbs, Veneta	Indianola, Illinois
Gonzalez, Mildred	Mount Carroll, Illinois
Gurney, Ida Marie	Mendota, Illinois
Hagilton, Lucille	Des Moines, Iowa
Hawk, Hazel	Lanark, Illinois
Herron, Gladys R.	Galesburg, Illinois
Hoffman, Donna	Spencer, Iowa
Hudnutt, Helen	Plainwell, Michigan
Jones, Sally (Special)	Evanston, Illinois
Juvenat, Joyce	Petersburg, Nebraska
Kane, Jean	Rockford, Illinois
Lippincott, Wanda S.	South Bend, Indiana
Long, Mary	Savanna, Illinois
McKibbin, Judith	Chicago, Illinois
McNab, Barbara Coe (Special)	Plano, Illinois
Marcum, Mary Catherine	Logansport, Indiana
Miller, Jane	Evanston, Illinois
Morris, Marian	Logansport, Indiana
Nauman, Lois	Mount Carroll, Illinois
Norton, Lucille	Chicago, Illinois
Peters, Ruth	Lanark, Illinois
Phelps, Mary Jane	Minto, North Dakota
Powers, Ramona	Perry, Iowa
Price, Kathryn	Blue Island, Illinois
Raid, Dorothy	Stockton, Illinois
Rachur, Enid	Sabula, Iowa
Ratzler, Jeannette	Freeport, Illinois
Rowland, Anne	Waterloo, Iowa
Ruchti, Jane	Hobart, Indiana
Rumyan, Laura Jane	Savanna, Illinois
Sanders, Marion	Roswell, New Mexico
Schiele, Elizabeth	Galesna, Illinois
Schuldt, Kathleen	Rochester, Minnesota
Serwell, Mary	Havana, Illinois
Sorenson, Norma Jean	Park Ridge, Illinois
Sorenson, Sylvia M.	Omaha, Nebraska
Sprecher, Betty	Mount Carroll, Illinois



Stanley, Mary Frances	Jackson, Michigan
Steger, Florence	Chadwick, Illinois
Taylor, Marion	Winnetka, Illinois
Turner, Mabel	Peoria, Illinois
Wagner, Barbara	Freeport, Illinois
Weidman, Louella	Savanna, Illinois
Weidman, Louise	Savanna, Illinois

## SOPHOMORE CLASS

Barber, Dorothy	Evanston, Illinois
Birkett, Ellen	Peoria, Illinois
Boldenweck, Nancy	Winnetka, Illinois
Brown, Betsy	Grand Rapids, Michigan
Burg, Bernice	West Frankfort, Illinois
Cobb, Mary Elizabeth	Chicago, Illinois
Condit, Maryanna	Northville, Michigan
Dean, Constance	Minneapolis, Minnesota
Ettinger, Beatrice	Toledo, Ohio
Ford, Mary Martha	Riverside, Illinois
Gullberg, Janet	Moline, Illinois
Hartsack, Mary Kathryn	Detroit, Michigan
Hostetter, Marelene	Mount Carroll, Illinois
Hugle, Jean	Beloit, Wisconsin
Mackemer, Betty	Peoria, Illinois
McGrue, Mary Frances	Brookfield, Illinois
Orvis, Anne	Winnetka, Illinois
Plous, Harriet	Kenosha, Wisconsin
Richards, Virginia	Kenilworth, Illinois
Richmond, Helen	Chicago, Illinois
Rockey, Joan	Evanston, Illinois
Shilton, Virginia	Chicago, Illinois
Shine, Irene	Spencer, Iowa
Smith, Doris	Chicago, Illinois
Sperry Kathleen	Western Springs, Illinois
Steadley, Mary Jean	Carthage, Missouri
Sturdevant, Mary Ellen	Logansport, Indiana
Wilson, Charlotte	Owensboro, Kentucky

## FRESHMAN CLASS

Booth, Margaret	Beloit, Wisconsin
Childs, Mary	Chicago, Illinois
Eason, Marcella	Racine, Wisconsin
Fleer, May Edith	Minneapolis, Minnesota
Hamilton, Janet	Decatur, Illinois

# REGISTER OF STUDENTS

Hackett, Alice	Chicago, Illinois
Hayden, Bethel	Chicago, Illinois
Hickox, Jean	Watertown, Connecticut
Johnson, Elaine	Park Ridge, Illinois
Jonas, Rosalyn	Knox, Indiana
Kay, Goldie (Special)	Detroit, Michigan
Kaylor, Margaret	Barrington, Illinois
Miller, Dorothy	Chicago, Illinois
Mintz, Margery	Wilmette, Illinois
Mohr, Jean (Special)	Madison, Wisconsin
Roth, Lillian	Detroit, Michigan
Selmon, Shirley	Chicago, Illinois
Swink, Dorothy	Great Lakes, Illinois
Waffle, June	South Bend, Indiana
Wise, Lucille	Milwaukee, Wisconsin



## PREPARATORY SCHOOL

## SECOND YEAR

Anderson, Lucille .....	Chicago, Illinois
Ettinger, Miriam .....	Toledo, Ohio
Hale, Mary .....	Glencoe, Illinois
Hollister, Janet .....	Wilmette, Illinois
Simmons, Marjorie .....	Davenport, Iowa

## FIRST YEAR

Bruns, Shirley .....	River Forest, Illinois
Bullis, Mary Ileen .....	Santa Monica, California
Chapman, Shirley .....	Chicago, Illinois
Drum, Betty .....	Oak Park, Illinois
Glasner, Ann Elizabeth .....	Chicago, Illinois
Hastings, Suzanne .....	Evanston, Illinois
McNab, Isabel .....	Plano, Illinois
Pettersen, Bette .....	Altadena, California
Smedley, Sally .....	Muskegon, Michigan
Zaph, Victoria .....	Chicago, Illinois

## SPECIAL STUDENTS

Bradbury, James .....	Mount Carroll, Illinois
Hostetter, Beth .....	Mount Carroll, Illinois
McNerney, Janet .....	Mount Carroll, Illinois
Metz, Dorothy .....	Mount Carroll, Illinois
Rhodes, Betty .....	Mount Carroll, Illinois
Rose, Marjorie .....	Mount Carroll, Illinois
Roske, Frances .....	Mount Carroll, Illinois
Roske, Maurine .....	Mount Carroll, Illinois
Roske, Melvin .....	Mount Carroll, Illinois
Sisler, Mary .....	Mount Carroll, Illinois
Smith, Dorothy .....	Mount Carroll, Illinois

## SUMMARY OF ATTENDANCE

FIRST SEMESTER, 1935-36

## JUNIOR COLLEGE—

## Upper Division

Seniors .....	34
Juniors .....	57

## Lower Division

Sophomores .....	28
Freshmen .....	20

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 Total in Junior College .....139

## PREPARATORY SCHOOL—

Second Year .....	5
First Year .....	10

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 Total in Preparatory School .....15

Special Students .....	11
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 GRAND TOTAL .....165

## GEOGRAPHICAL DISTRIBUTION

Illinois .....	104
Iowa .....	12
Michigan .....	11
Indiana .....	10
Wisconsin .....	6
Minnesota .....	5
Missouri .....	4
California .....	2
Nebraska .....	2
Montana .....	2
Ohio .....	2
Connecticut .....	1
South Dakota .....	1
Kentucky .....	1
North Dakota .....	1
New Mexico .....	1

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# ENDOWMENTS

Frances Shimer Junior College is in particular need of extending its endowment resources, and appeals to friends to be mindful of the various services which have been rendered to the cause of education for young women and the meager financial endowment by means of which this has been done.

There is pressing need, also, for gifts and bequests for scholarships that will aid worthy young women to secure an education. Friends of Frances Shimer Junior Colleges are urged to remember the great value which a relatively small amount of money when invested has for such purposes.

The accounts are audited by Scovell, Wellington and Company, chartered public accountants, of New York, San Francisco, Philadelphia, and Chicago.

## FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$\_\_\_\_\_ to be invested for the permanent endowment of the Academy.

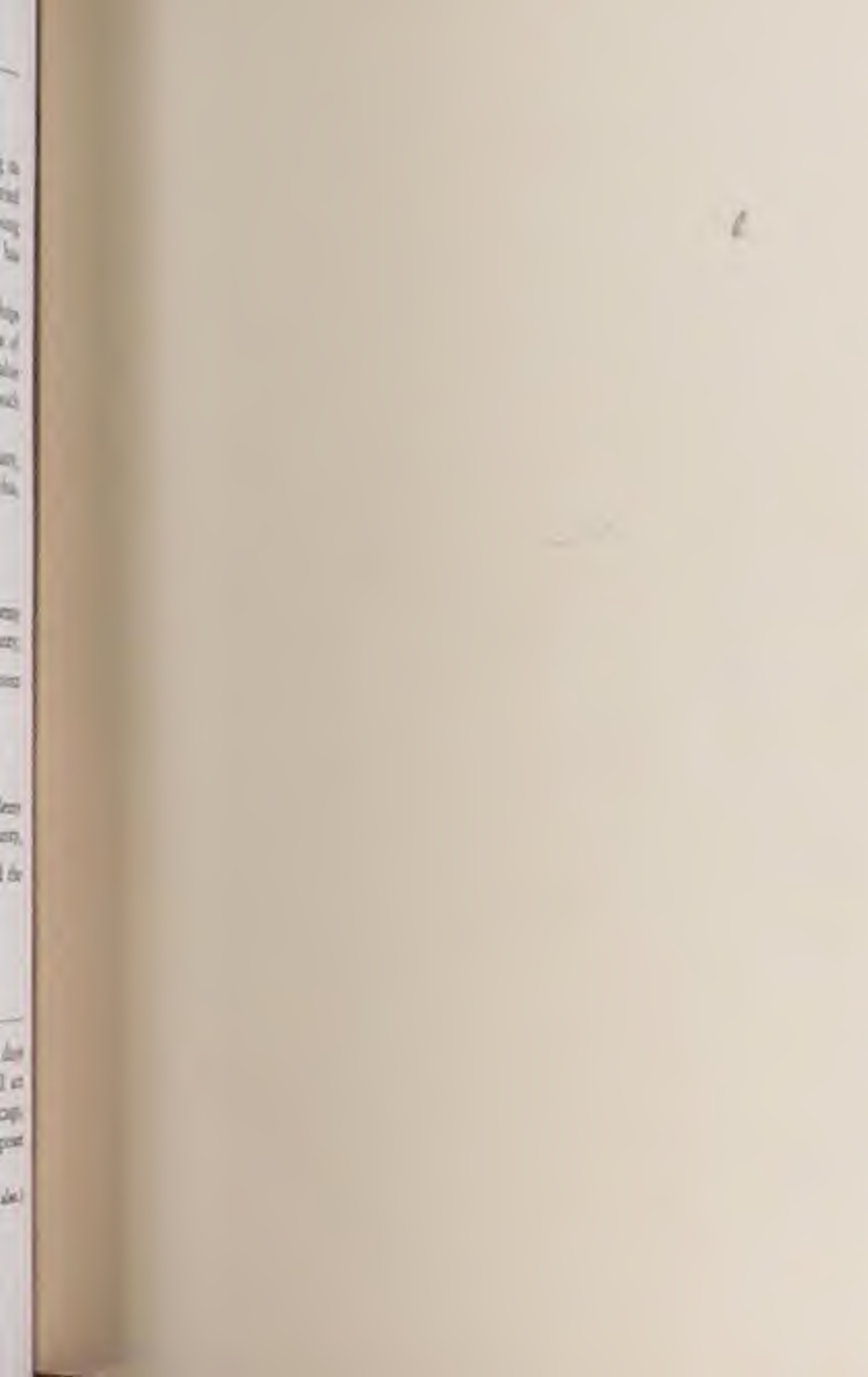
## FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$\_\_\_\_\_ to be invested and called the \_\_\_\_\_ Scholarship.

## FORM OF BEQUEST FOR GENERAL PURPOSES

I bequeath to my executors the sum of \_\_\_\_\_ dollars, in trust, to pay over the same \_\_\_\_\_ after my decease, to the person who, when the sum is payable, shall act as Treasurer of Frances Shimer Academy of the University of Chicago, located in Mount Carroll, Illinois, to be applied to the uses and purposes of said Institution as directed by its Trustees.

(This form may be used for bequests for endowment and scholarship purposes.)





FRANCES SHIMER JUNIOR COLLEGE  
MOUNT CARROLL, ILLINOIS